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IDENTIFIERS Ditto Masters; *Spanish (Second Language)

ABSTRACT

Supplementary materials for unit seven of Spanish as a Second Language include a packet of instructional aids and ditto masters and two small student readers. Prepared for grade three, the materials are designed to help the teacher conduct learning and assessment activities described in the teacher's guide, which provides a timetable for using these books and materials. Visuals and worksheets are to assist in providing the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. The two small illustrated books for pupils are in Spanish, as are all classroom materials; each reader contains a list of new words along with page numbers on which they appear. The supplementary materials, many of which support the unit theme of the extended community, include visuals and worksheets for use with classroom stories, grammar exercises, arithmetic, telling time, games, and activities about community resources and transportation. The worksheets are to be presented under supervision rather than as independent tasks. (RS)

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ED161649

SCDC Spanish Curricula Units

SPANISH SL

Unit 7 Grade 3

Supplement & Ditto Packet

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RC 010940

Unit 7 Kits 25-28

Spanish SL Strand

Supplement

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PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Rose L. Nash, Irma Laucirica, Elpa Soler y el señor Paulino Fernández.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Irma Laucirica, Elpa Soler and Paulino Fernández.

Carmen Otero
Chairman, Kit Manufacture

KIT 25

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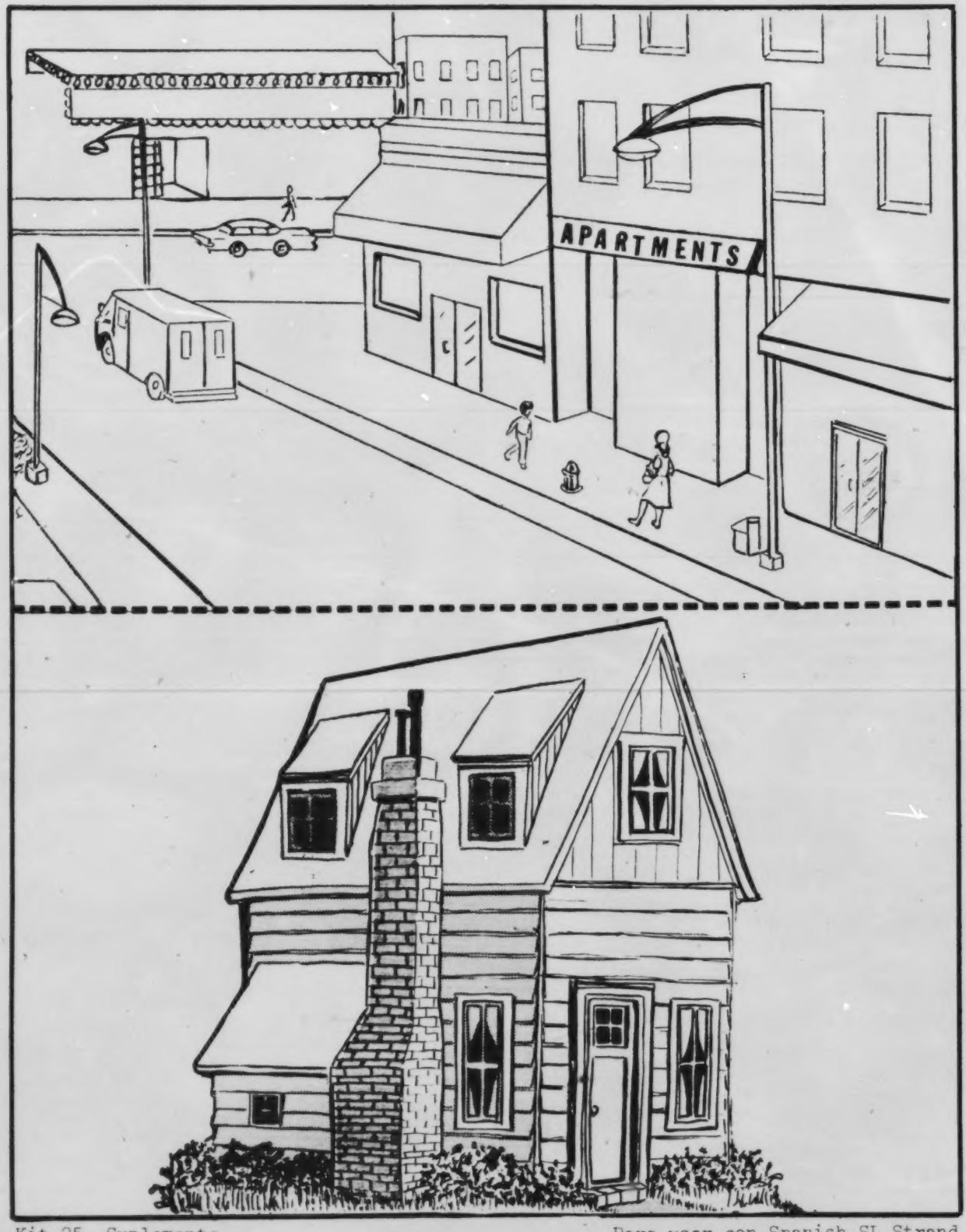
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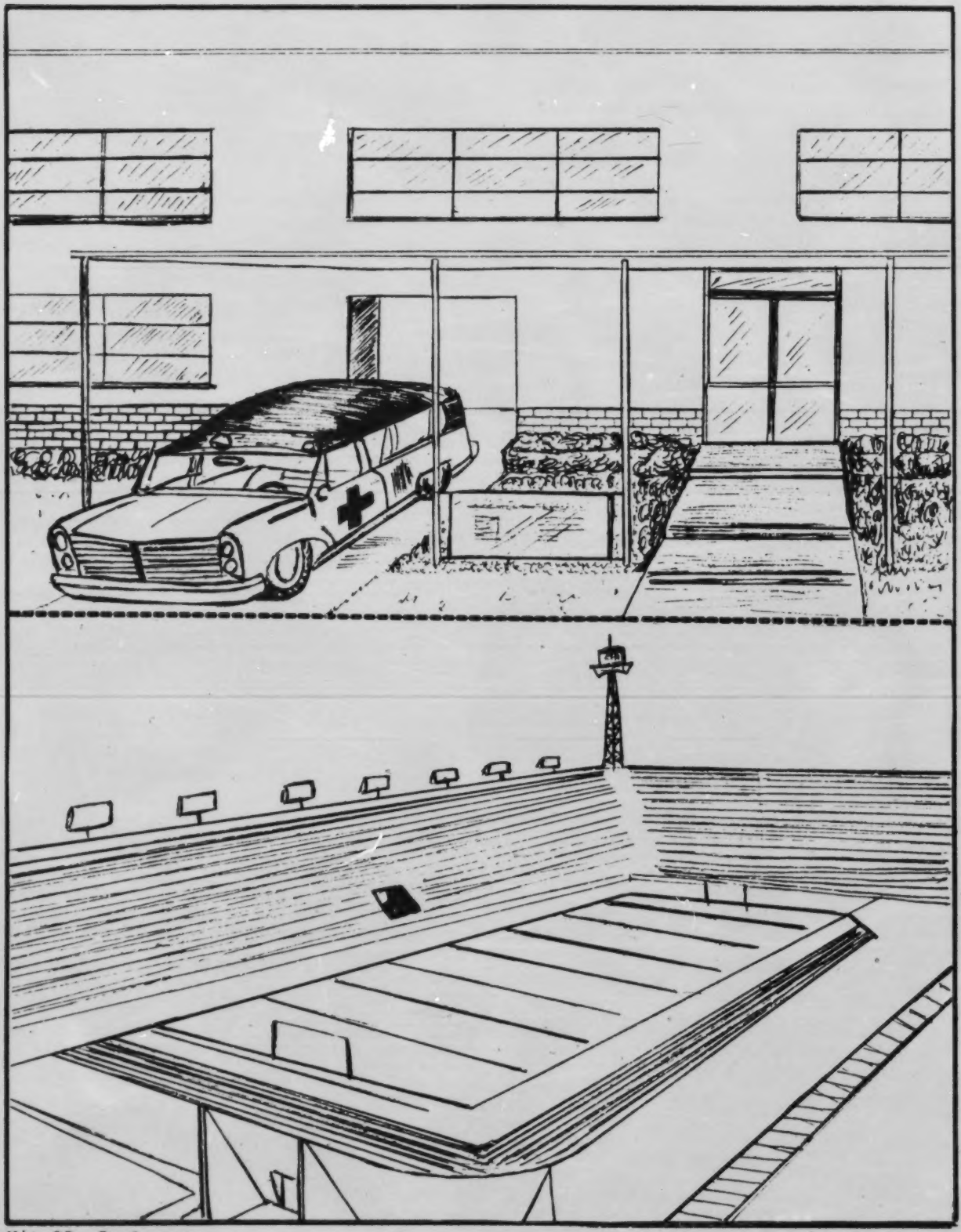

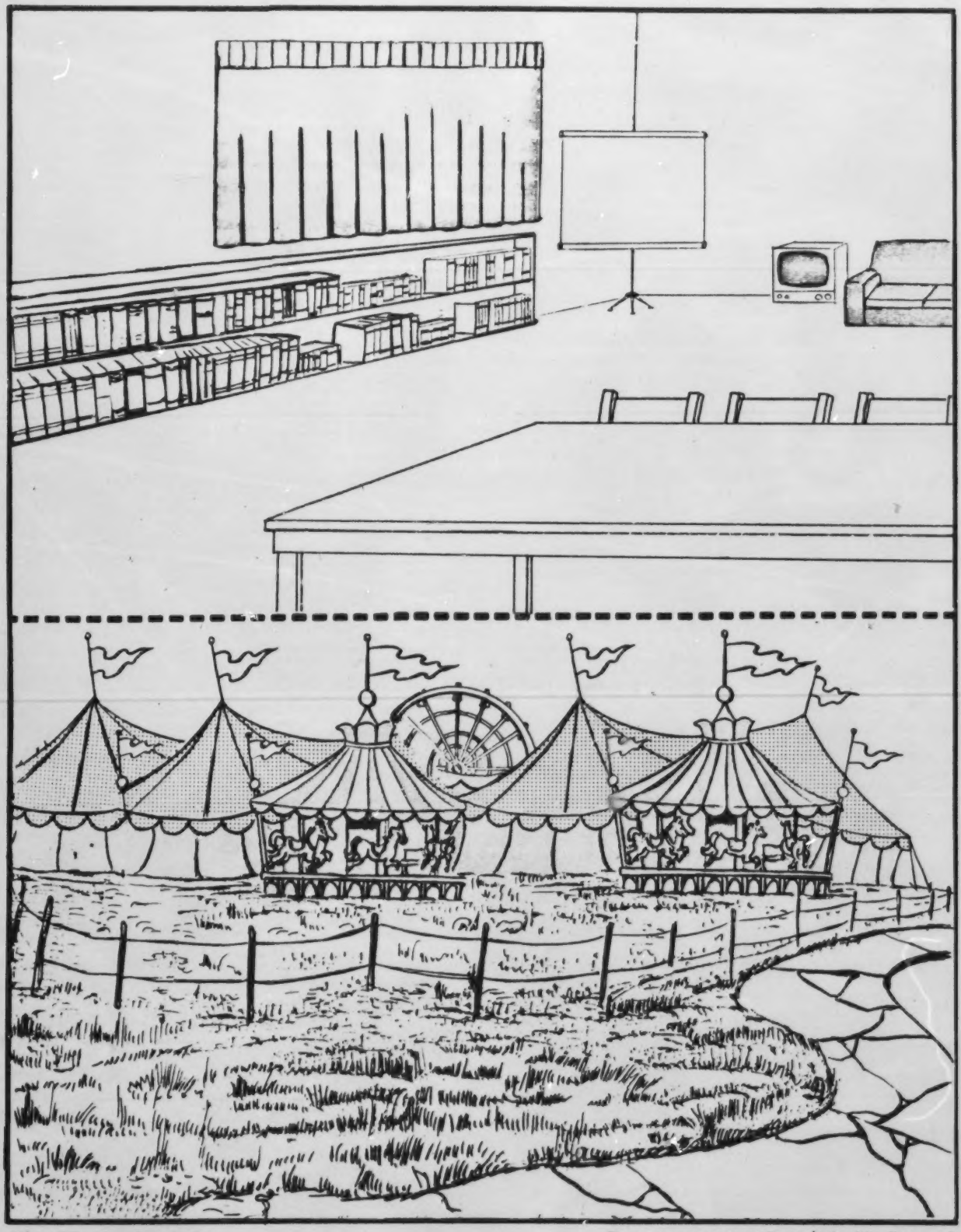

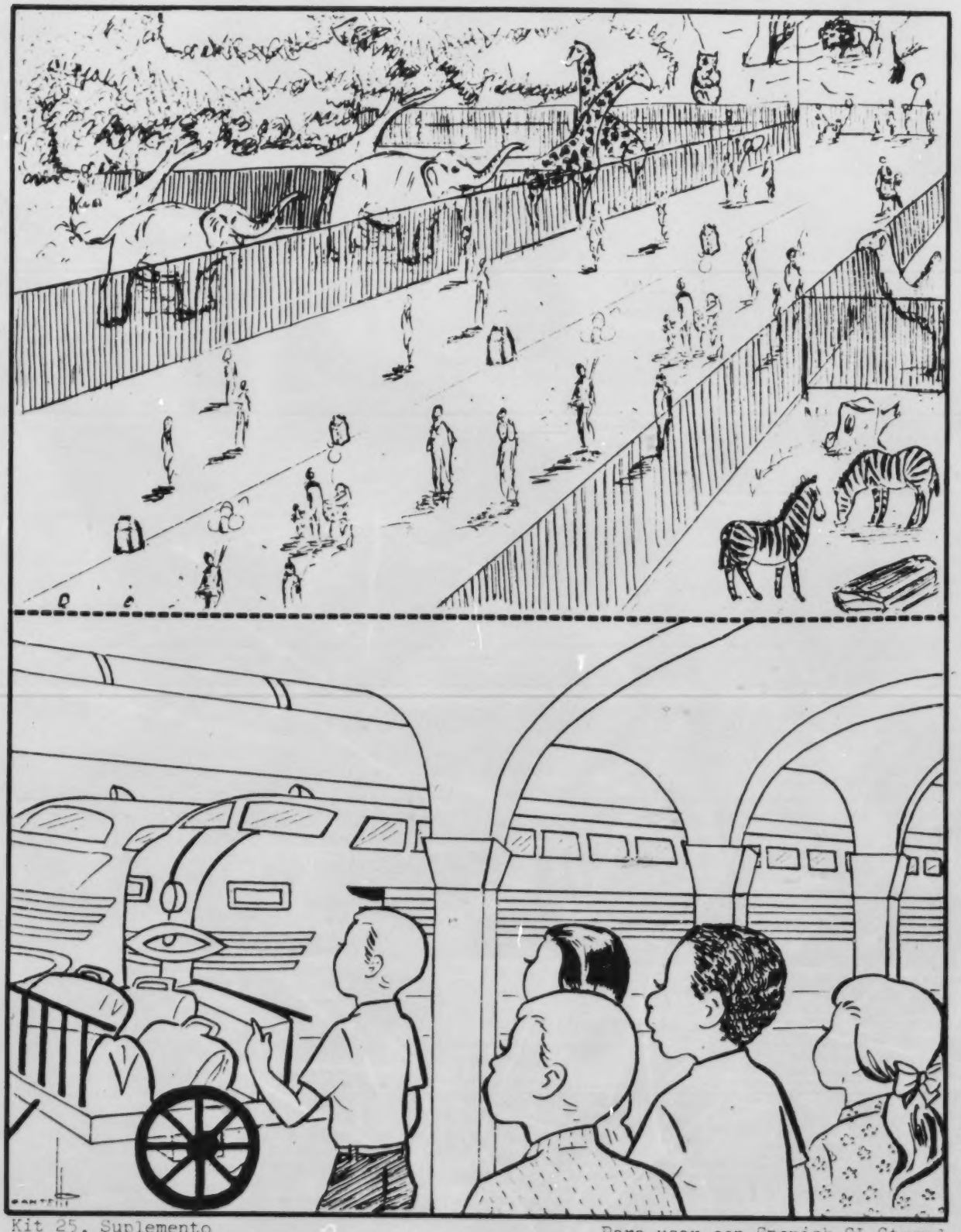

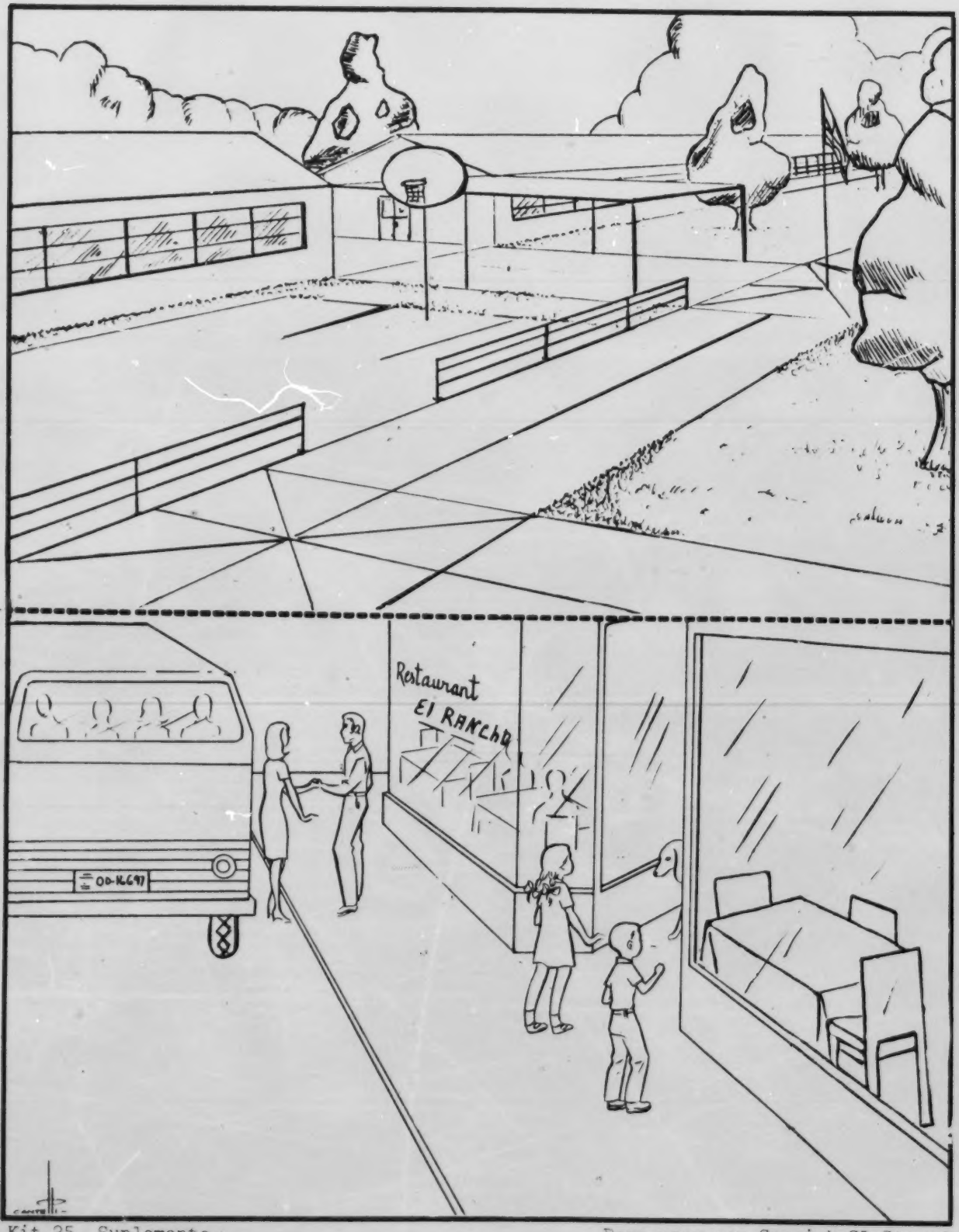
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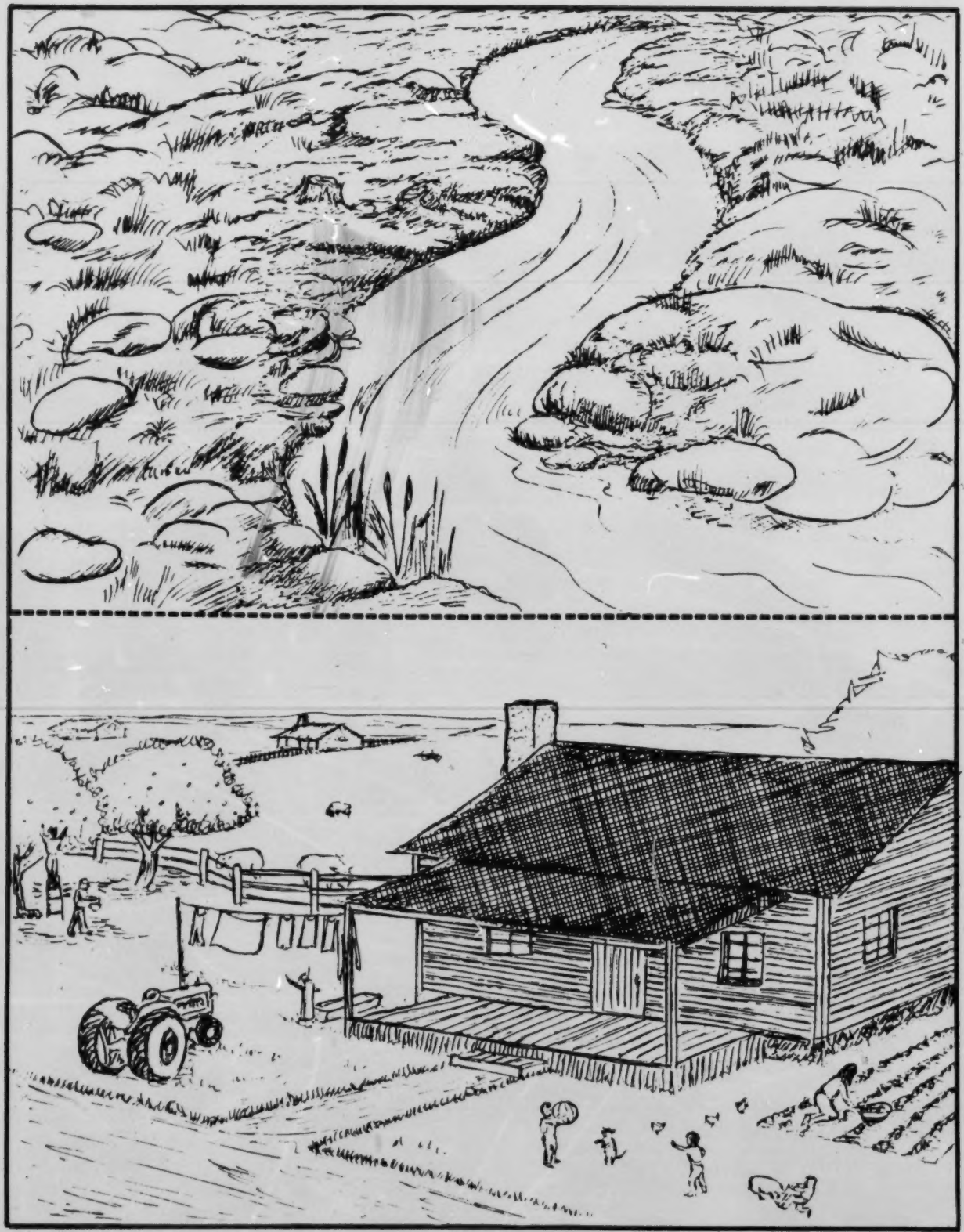

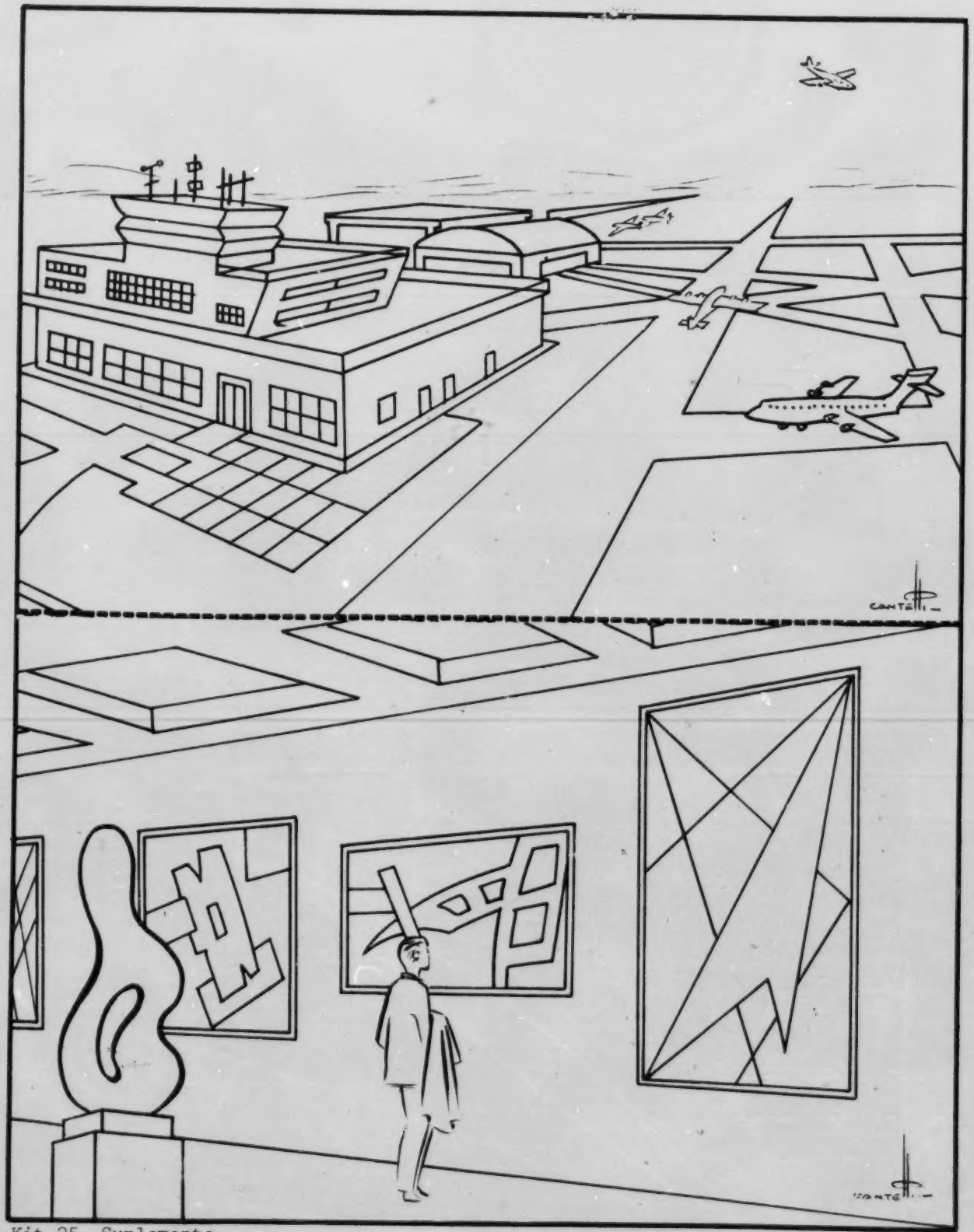

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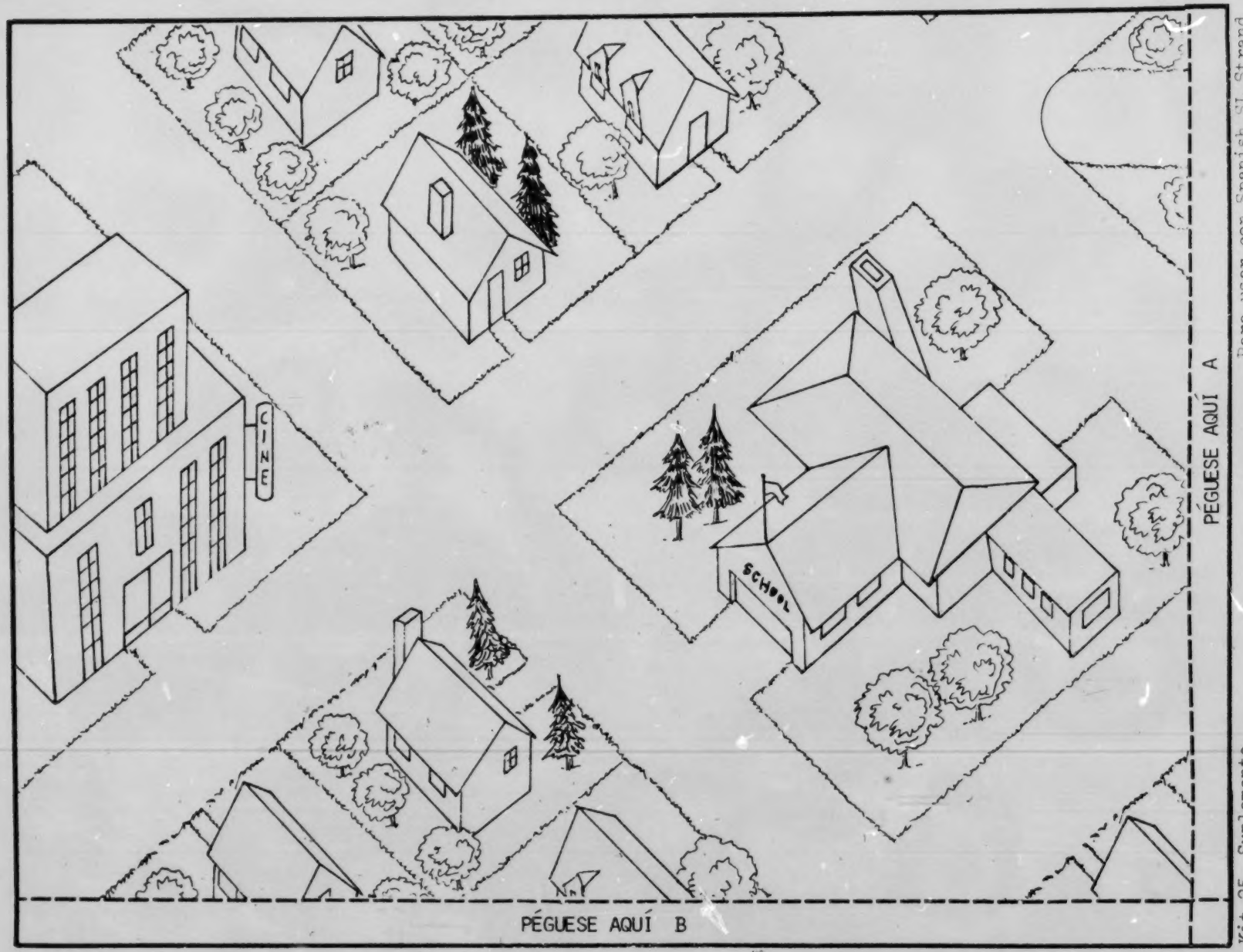

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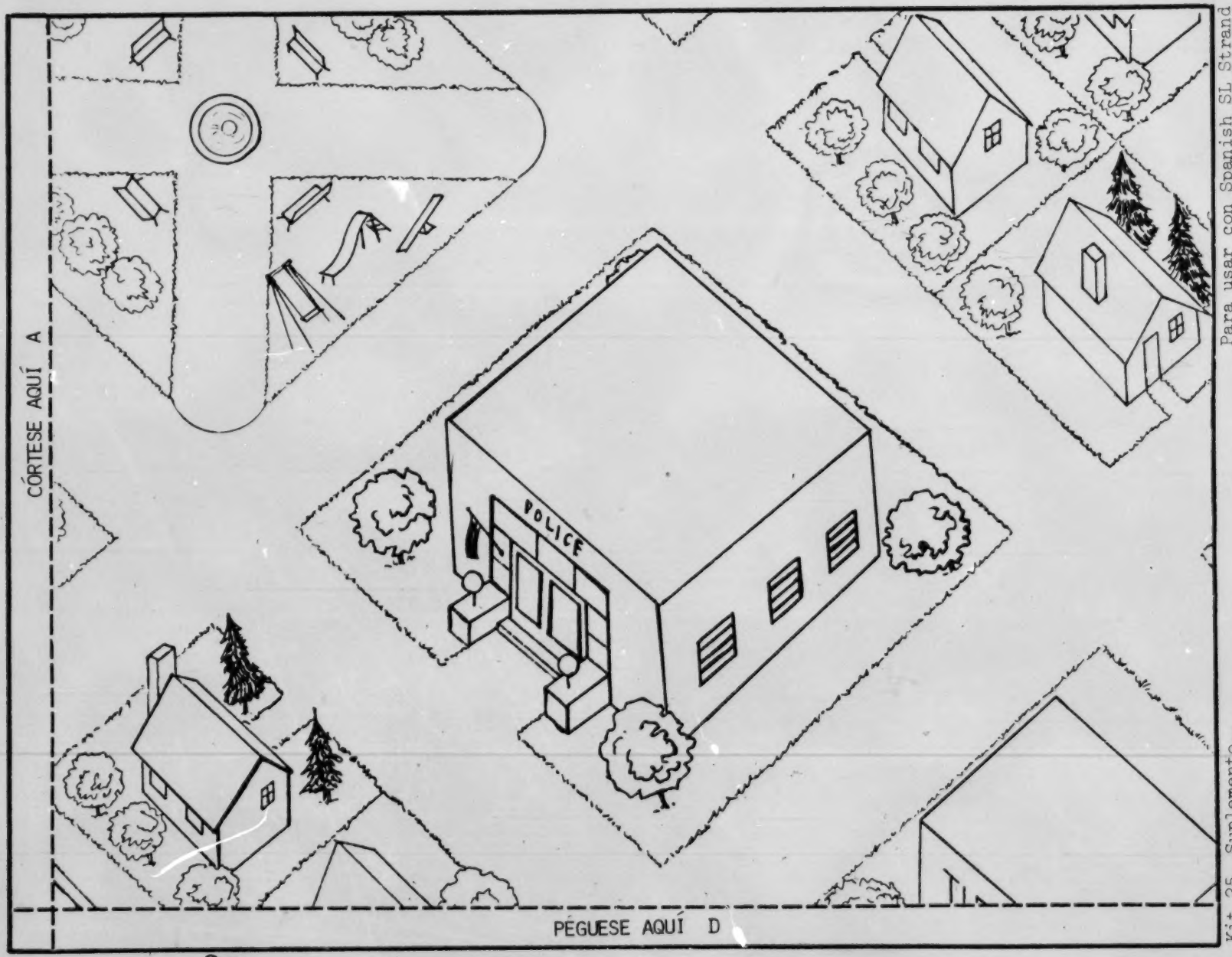

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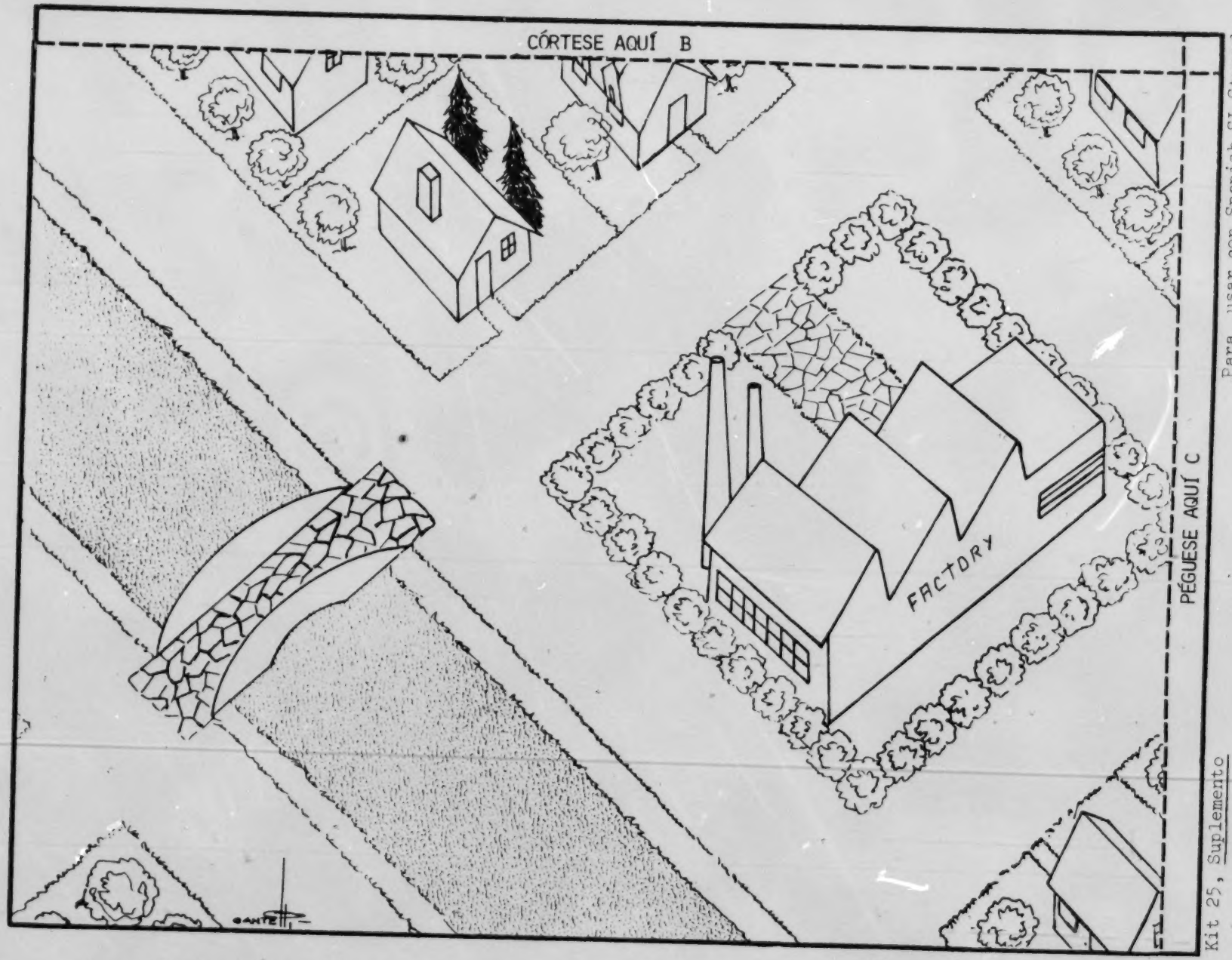

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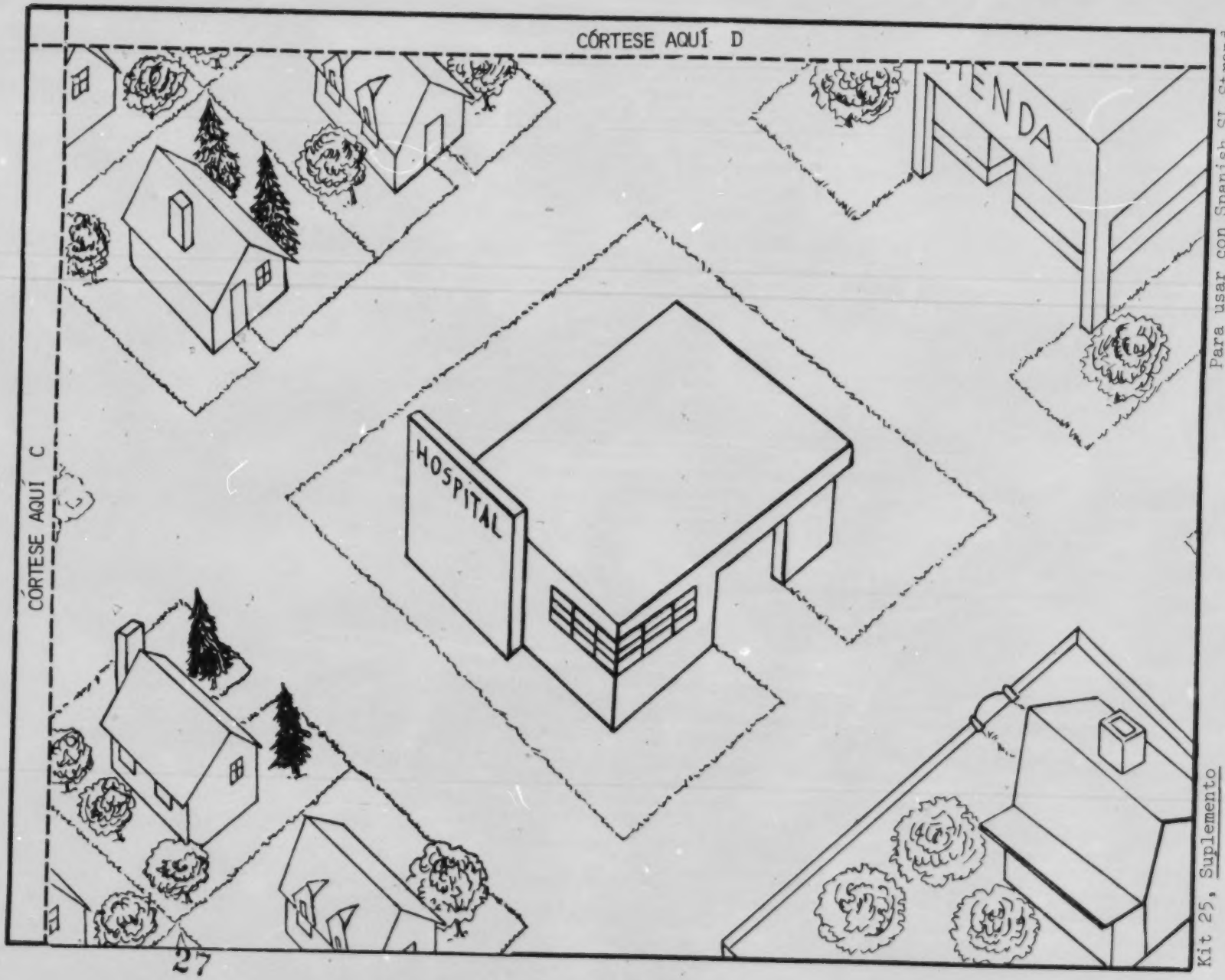

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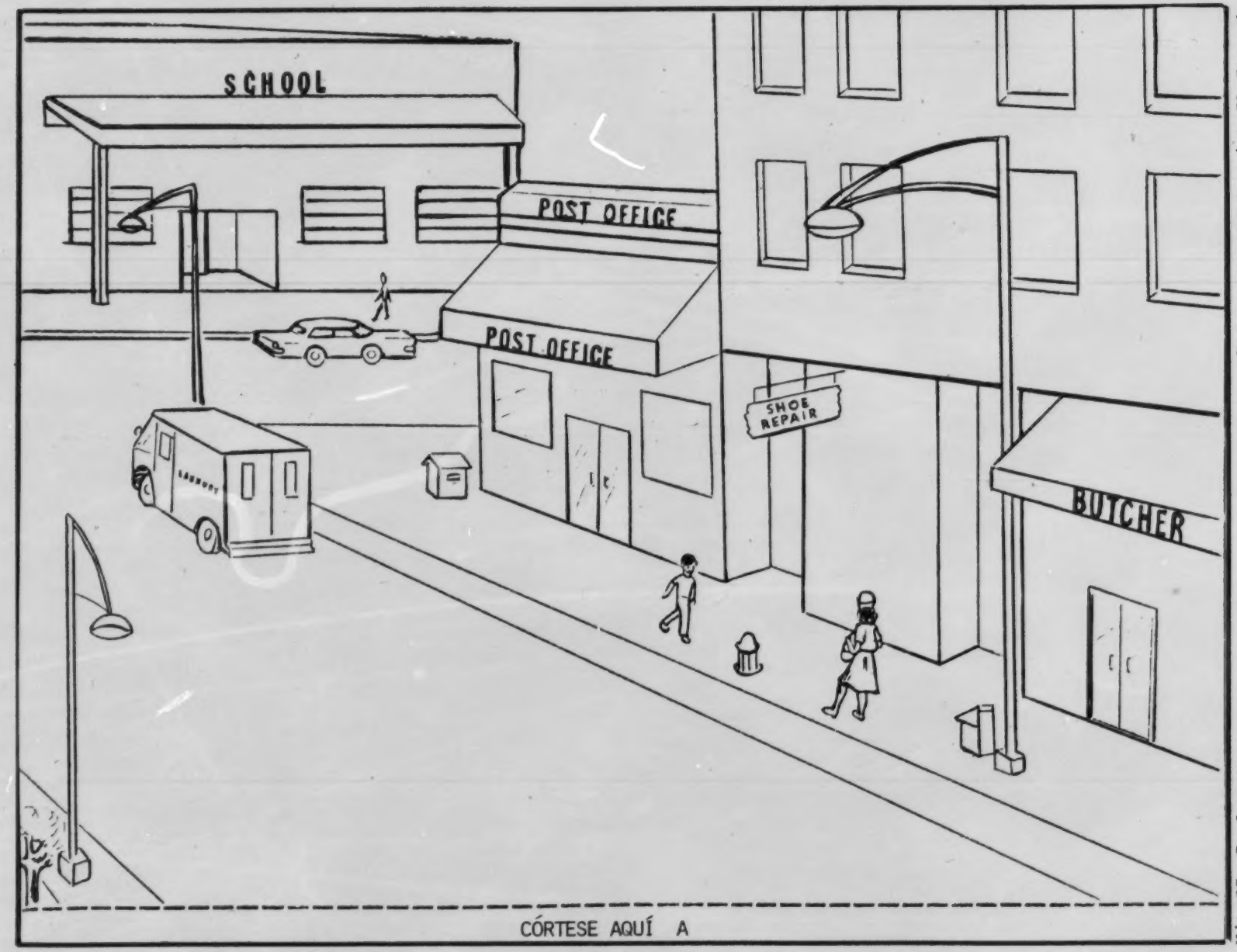

CÓRTESE AQUÍ A

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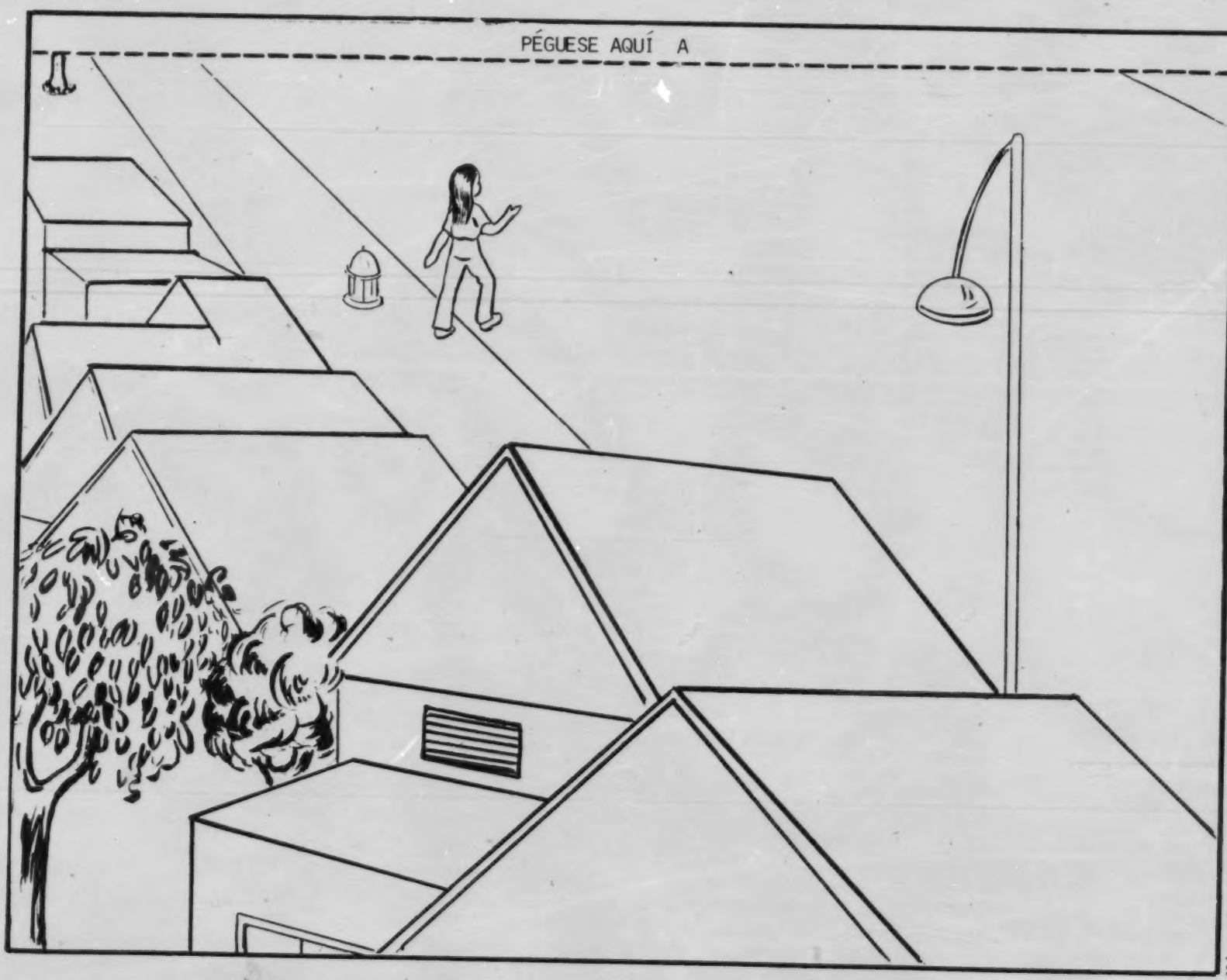

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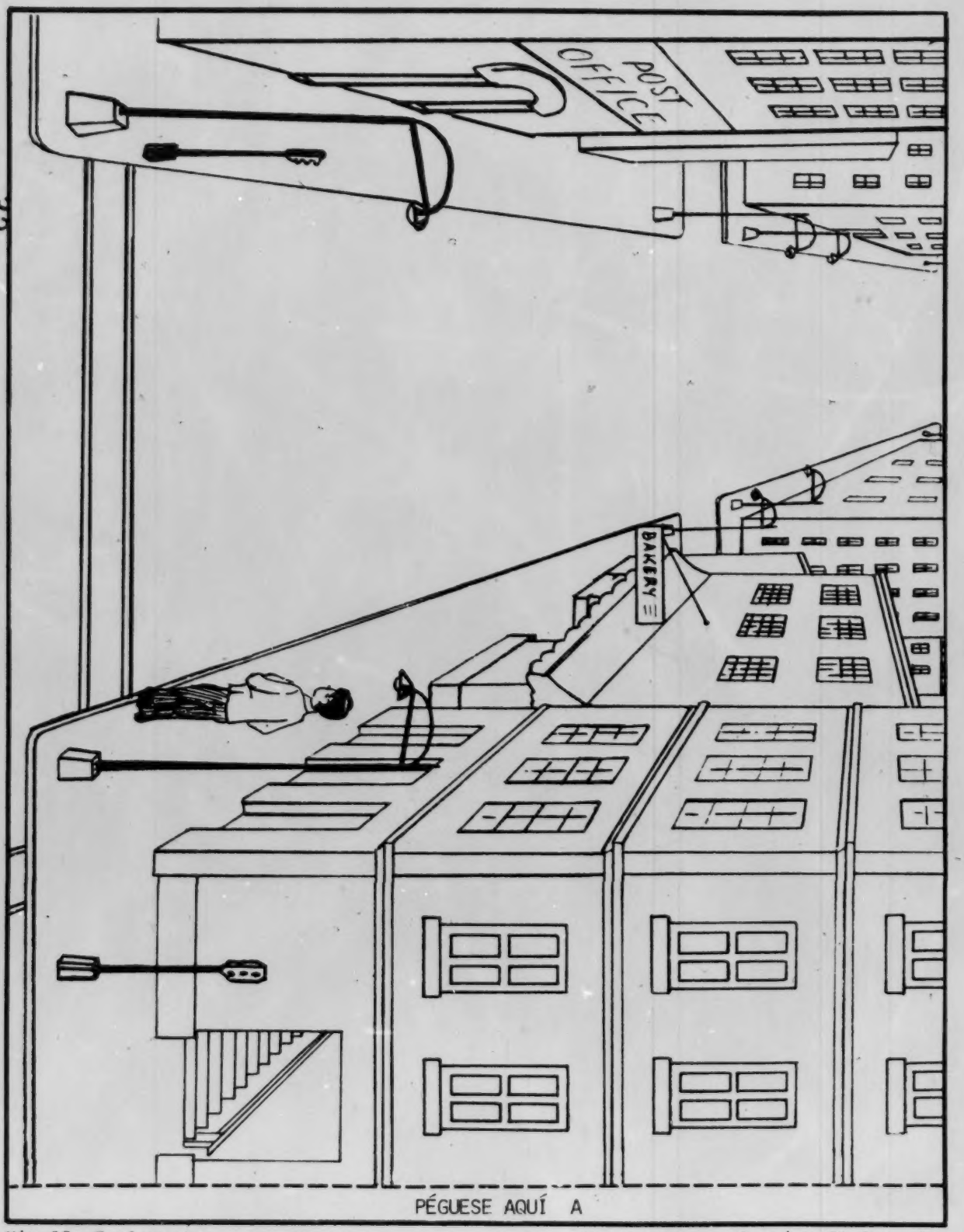
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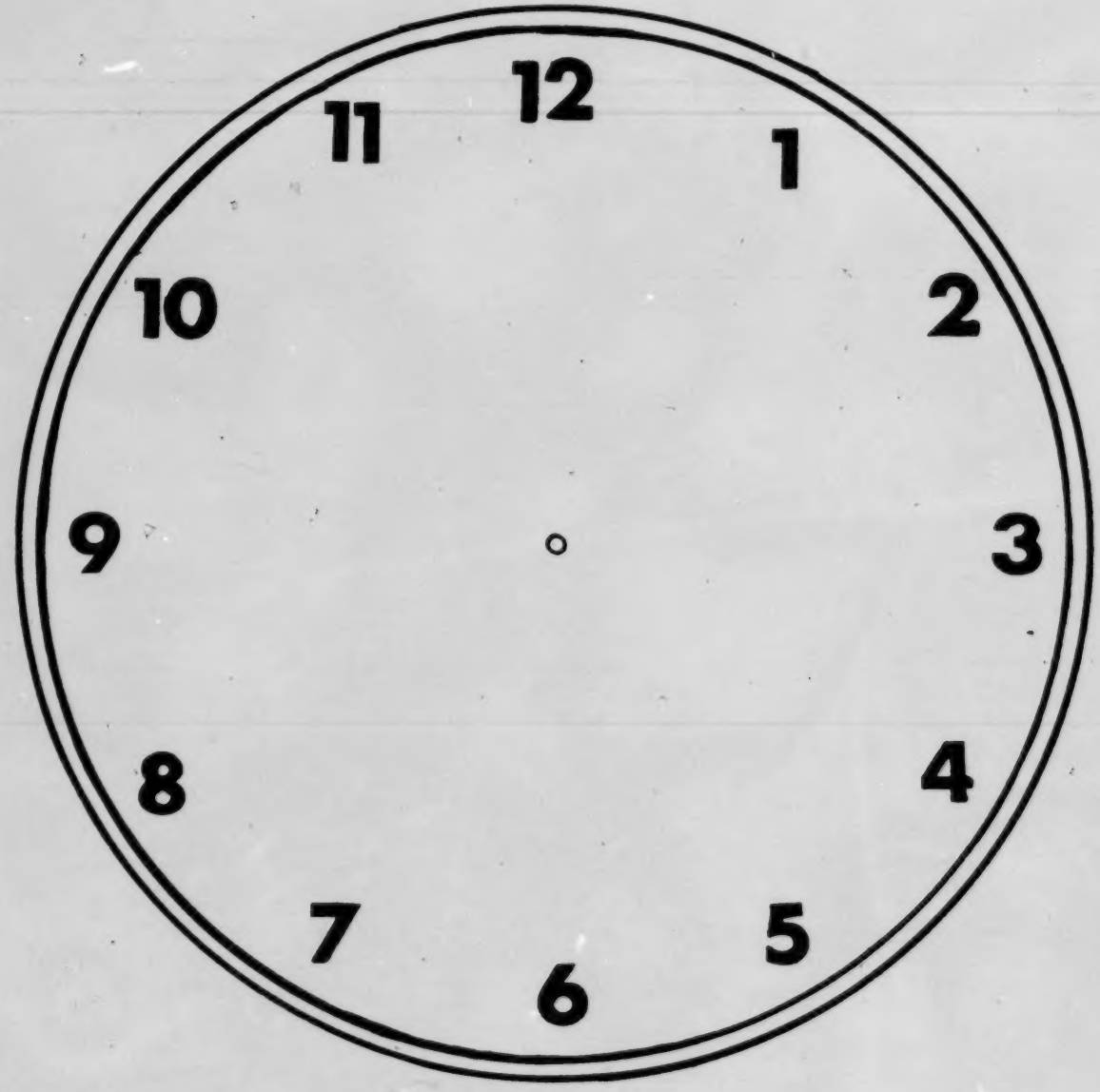

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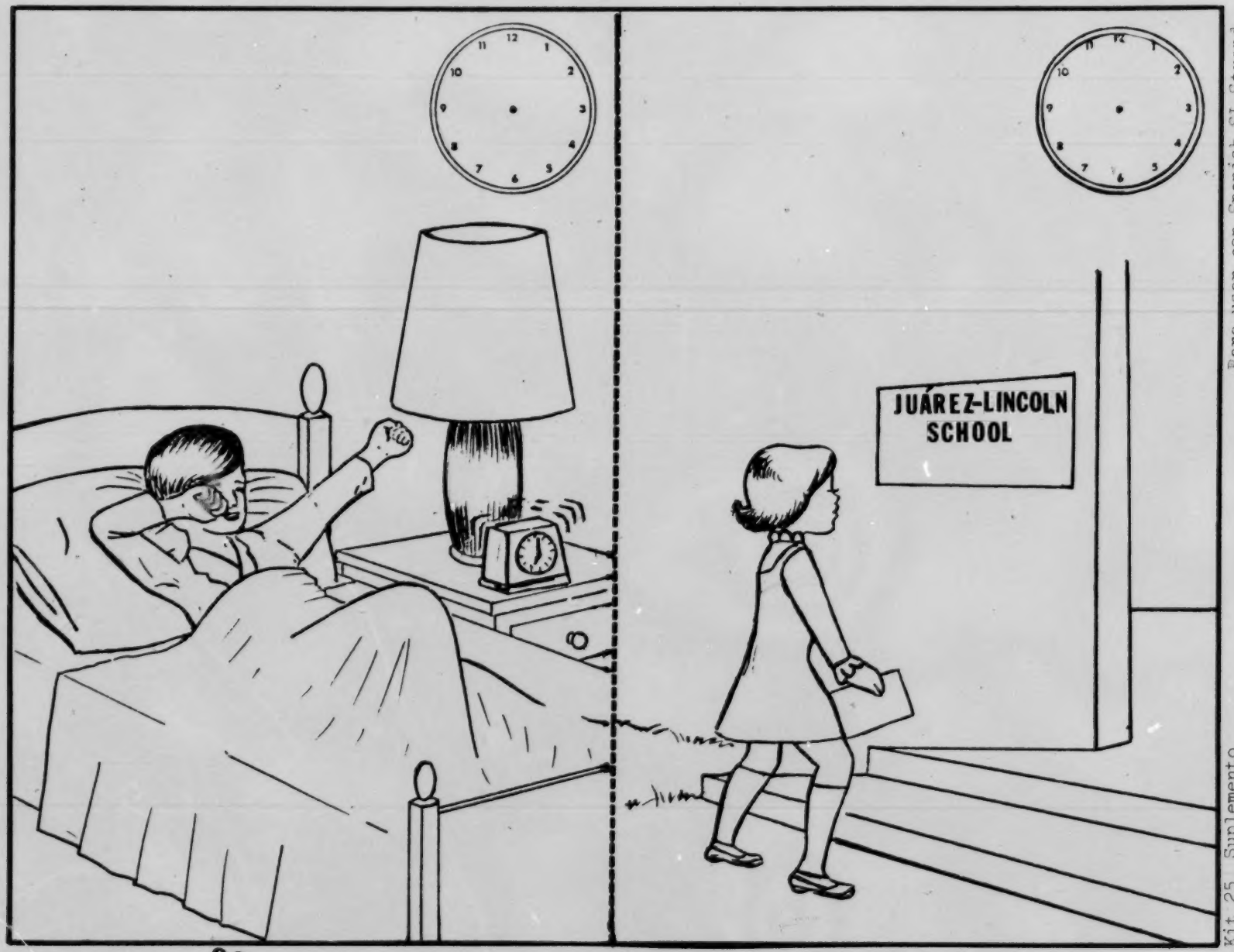

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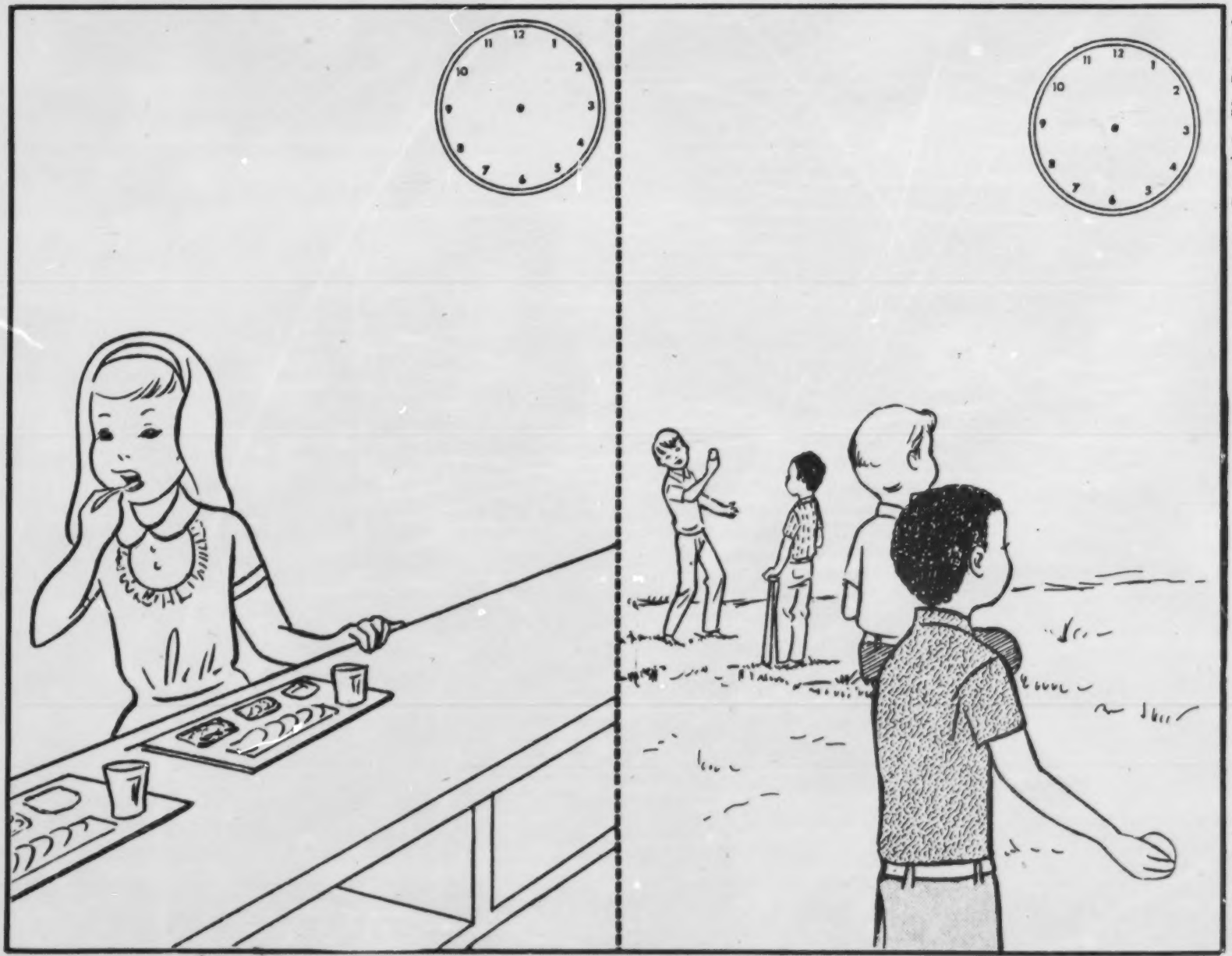

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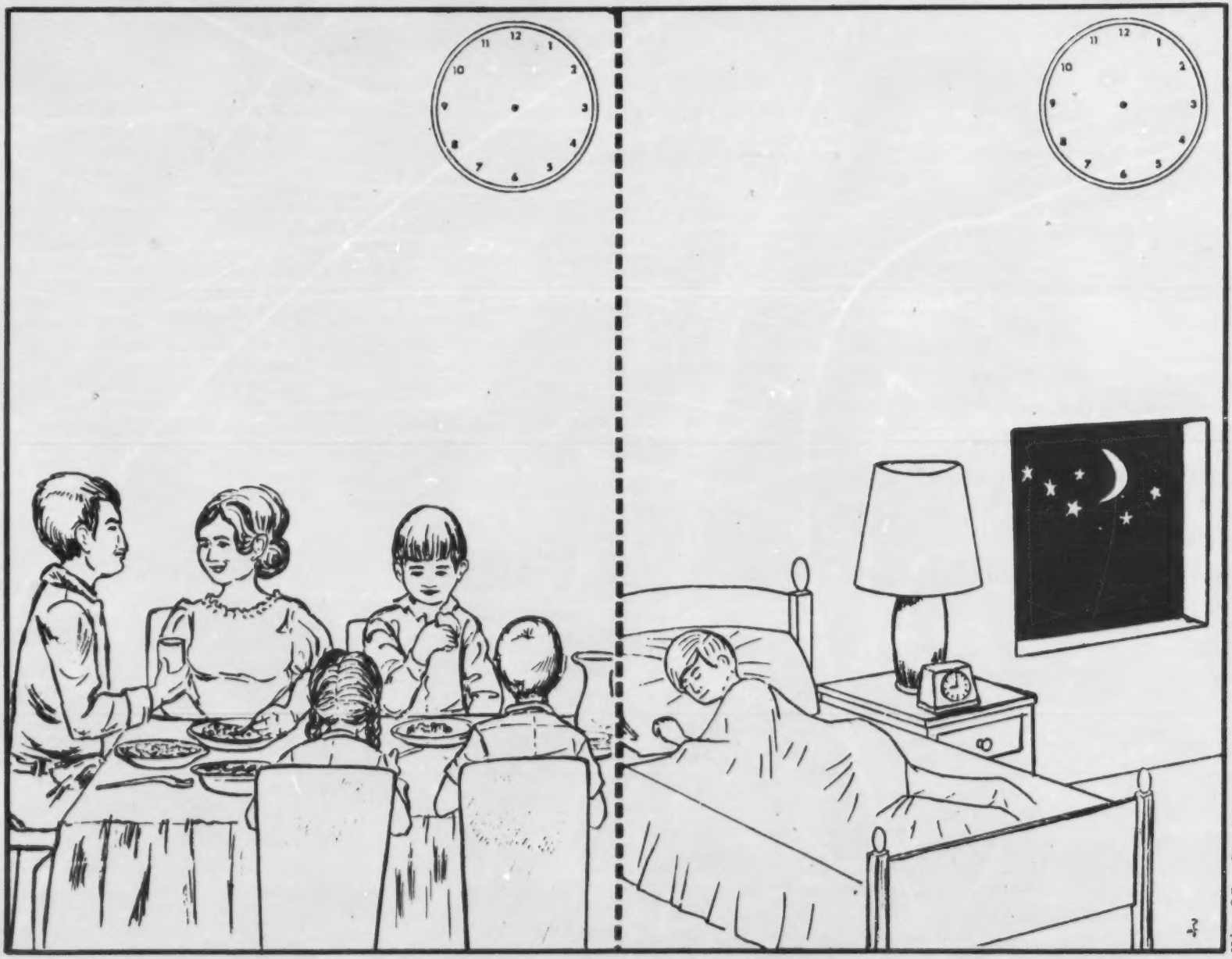

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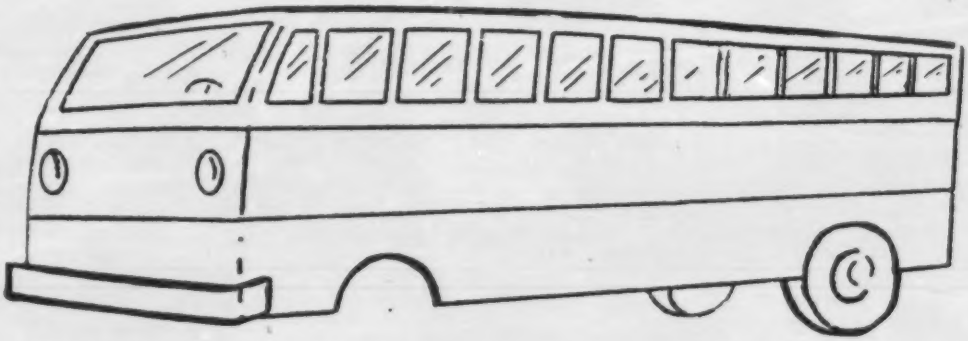

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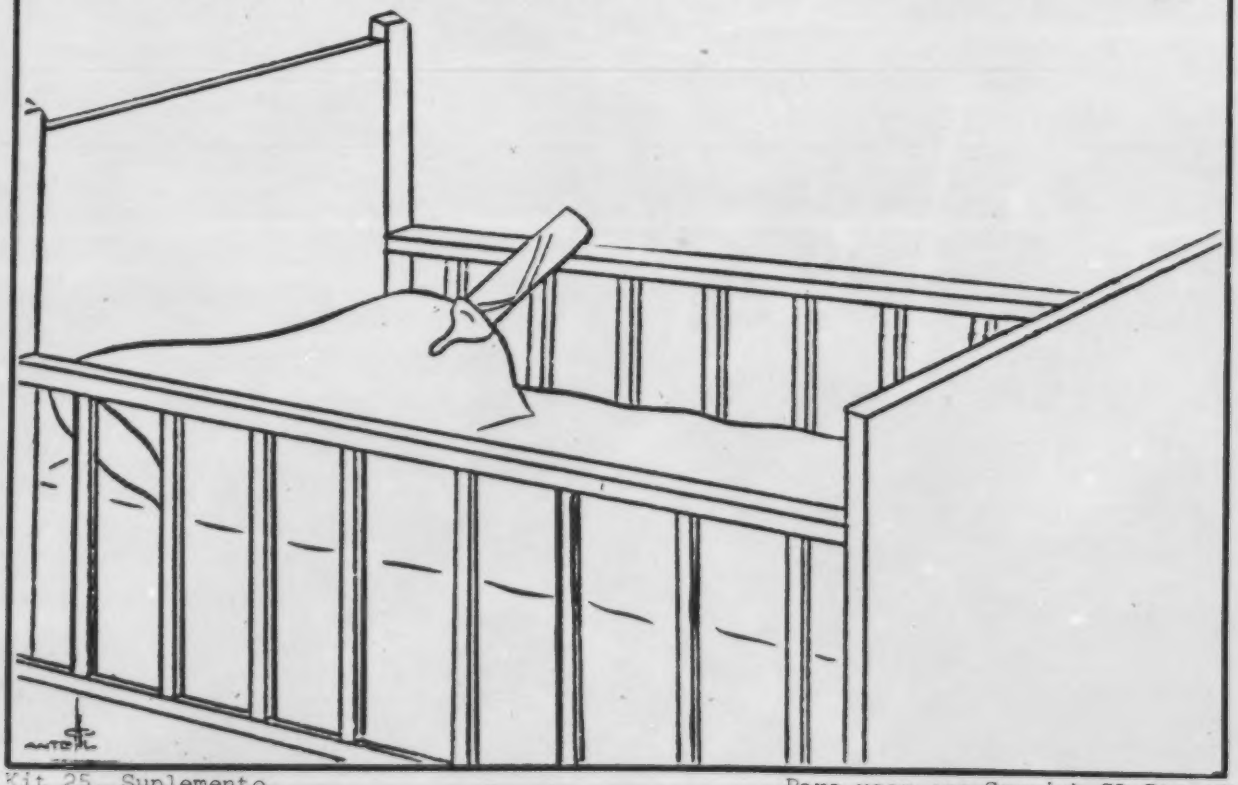

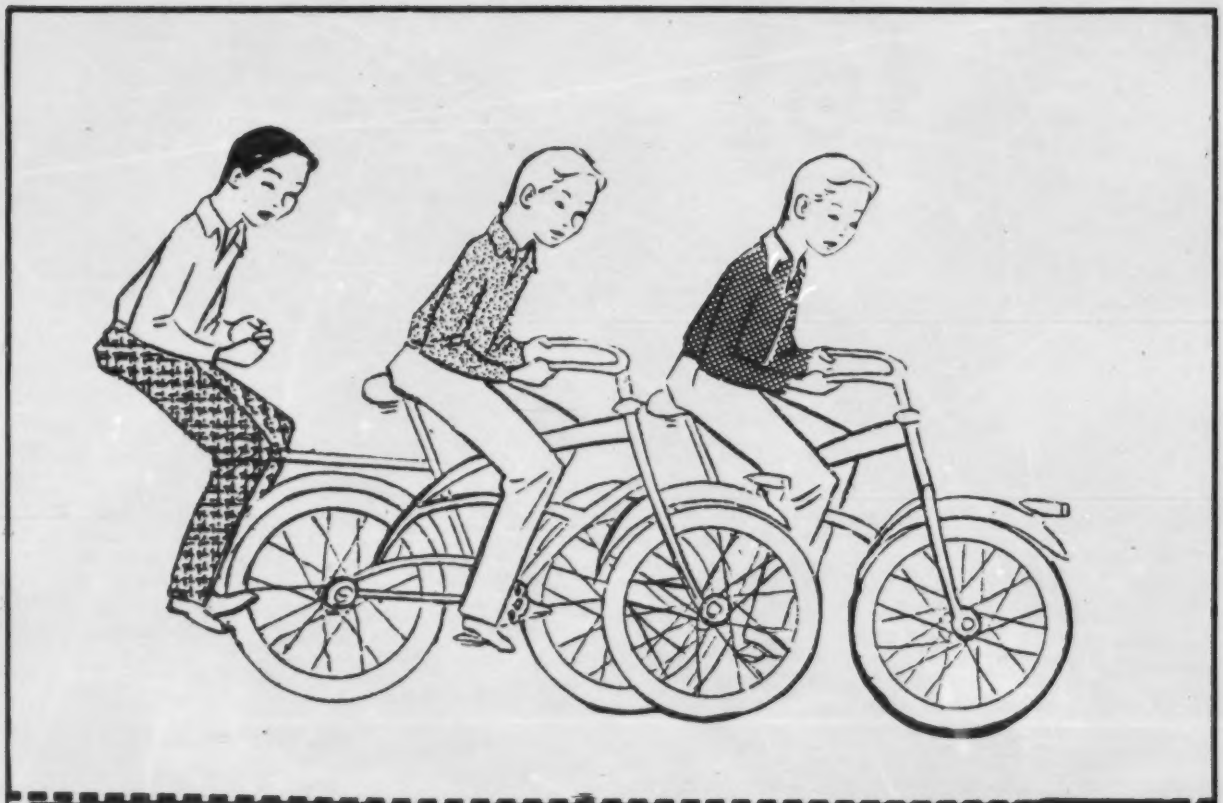

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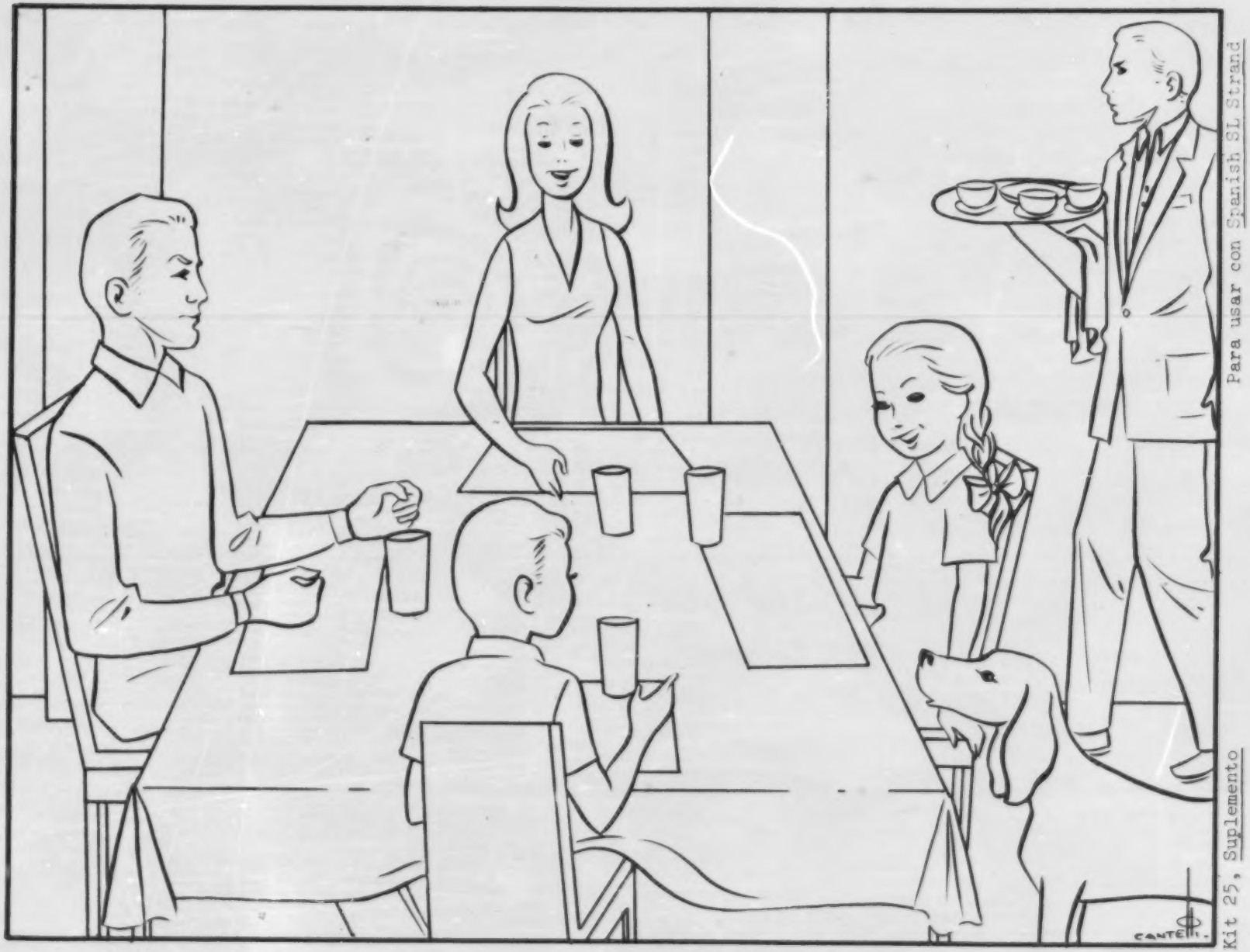

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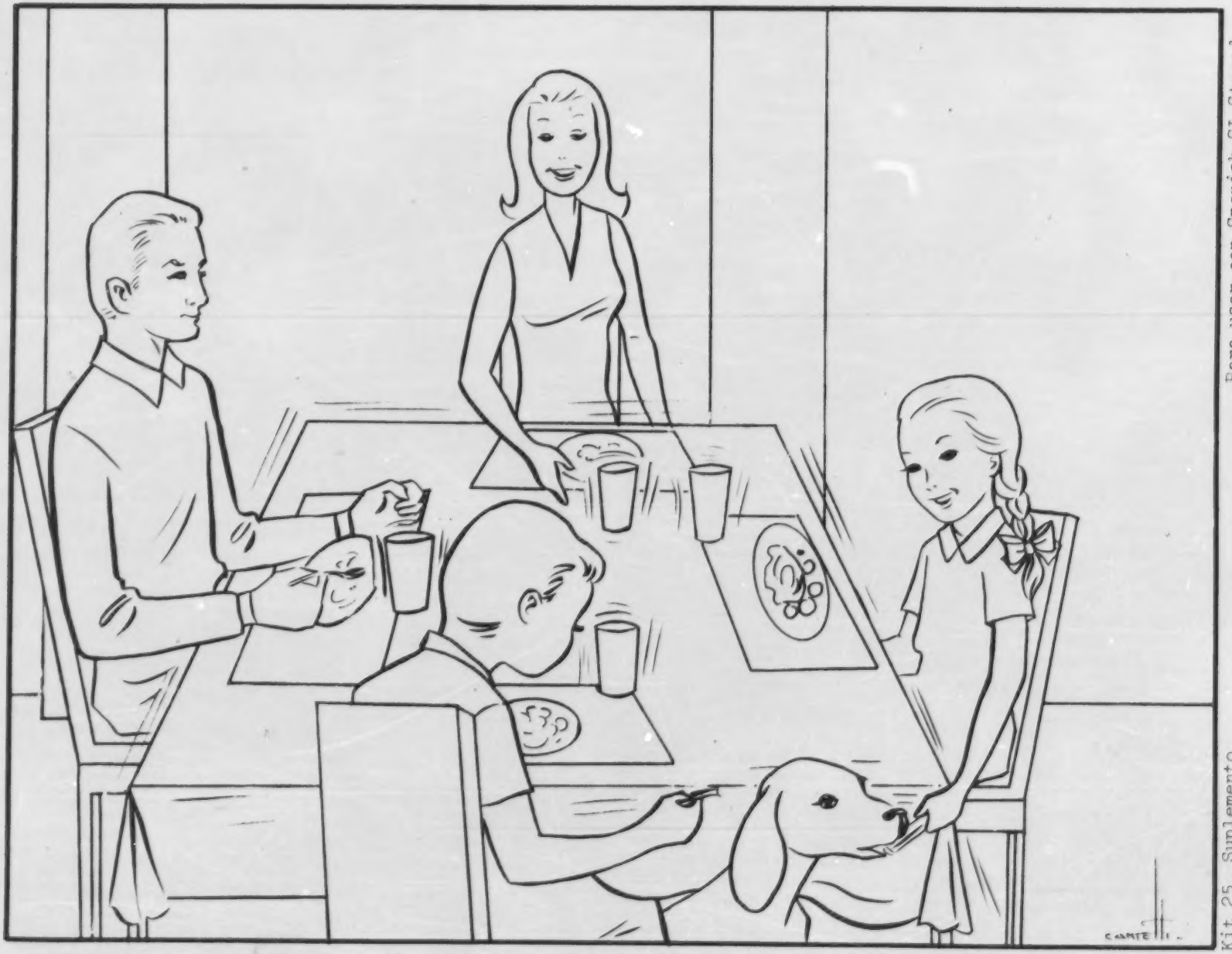

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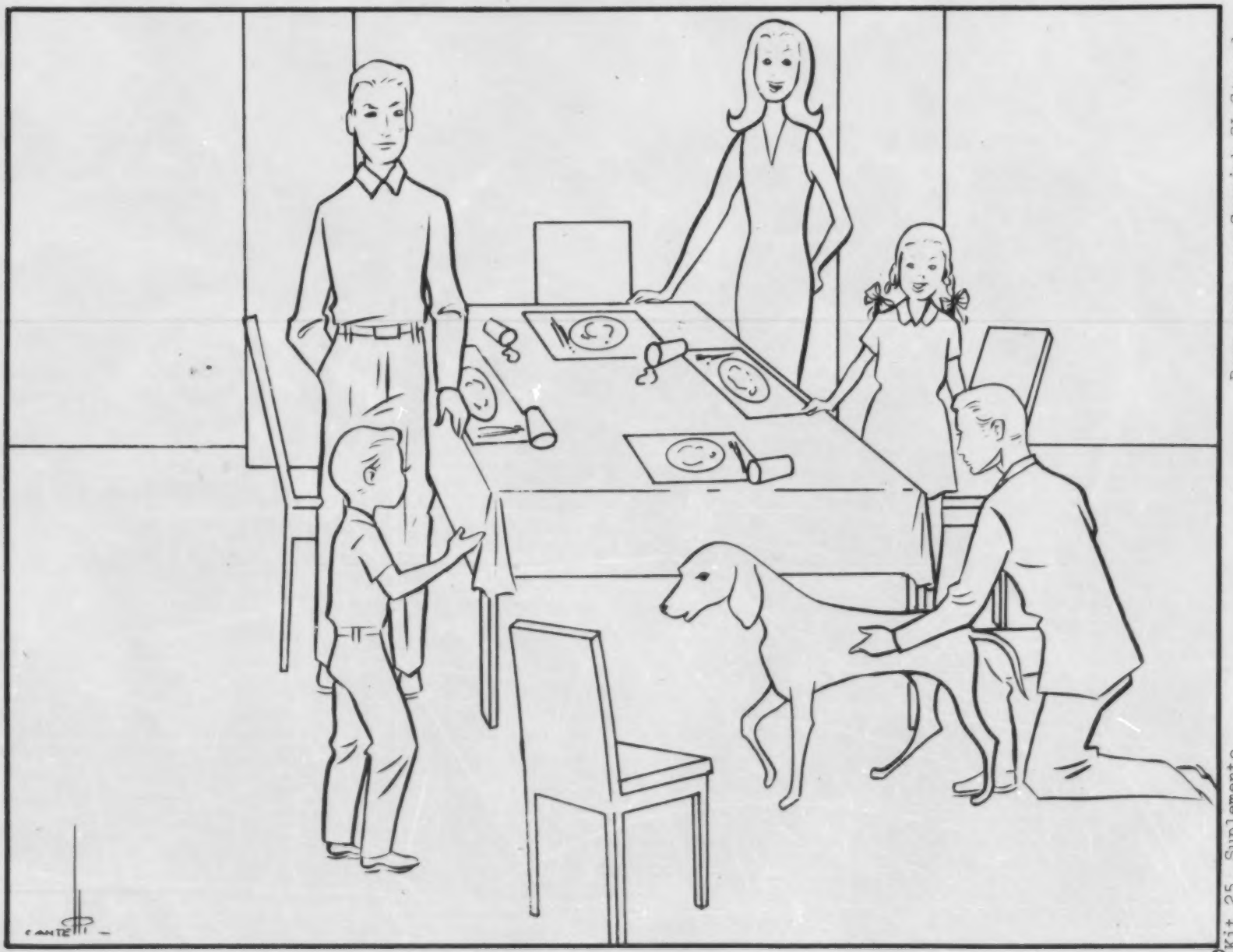

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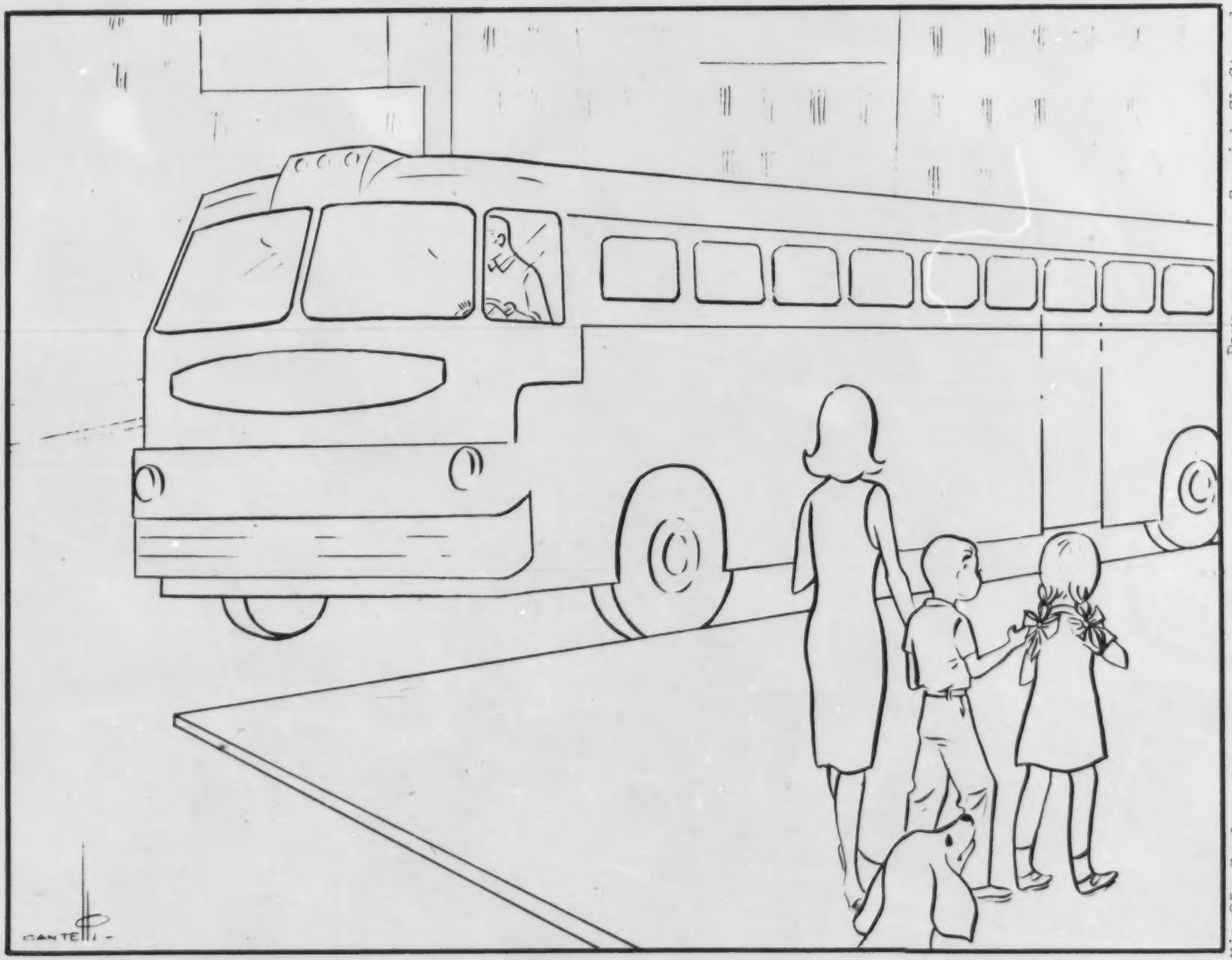

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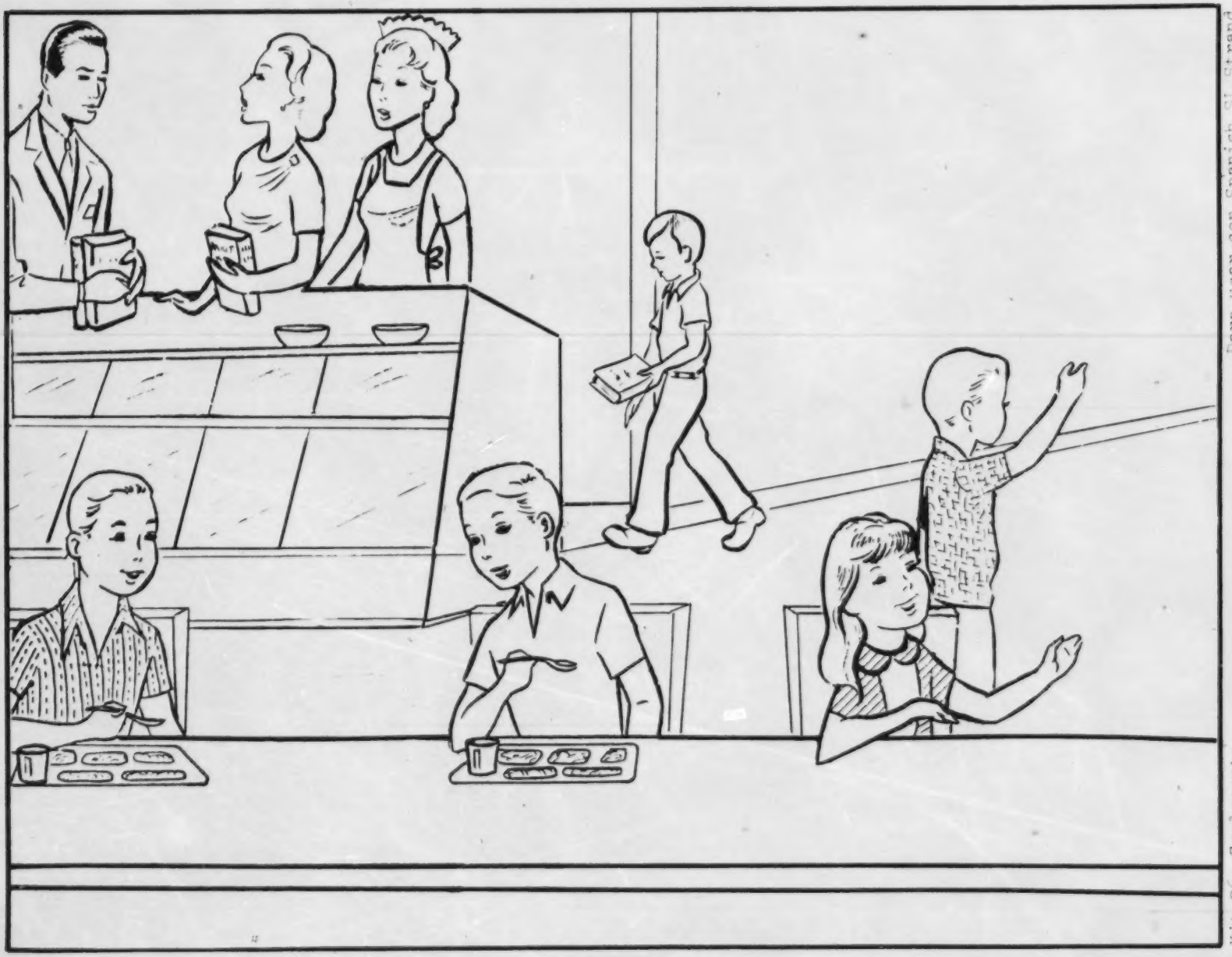

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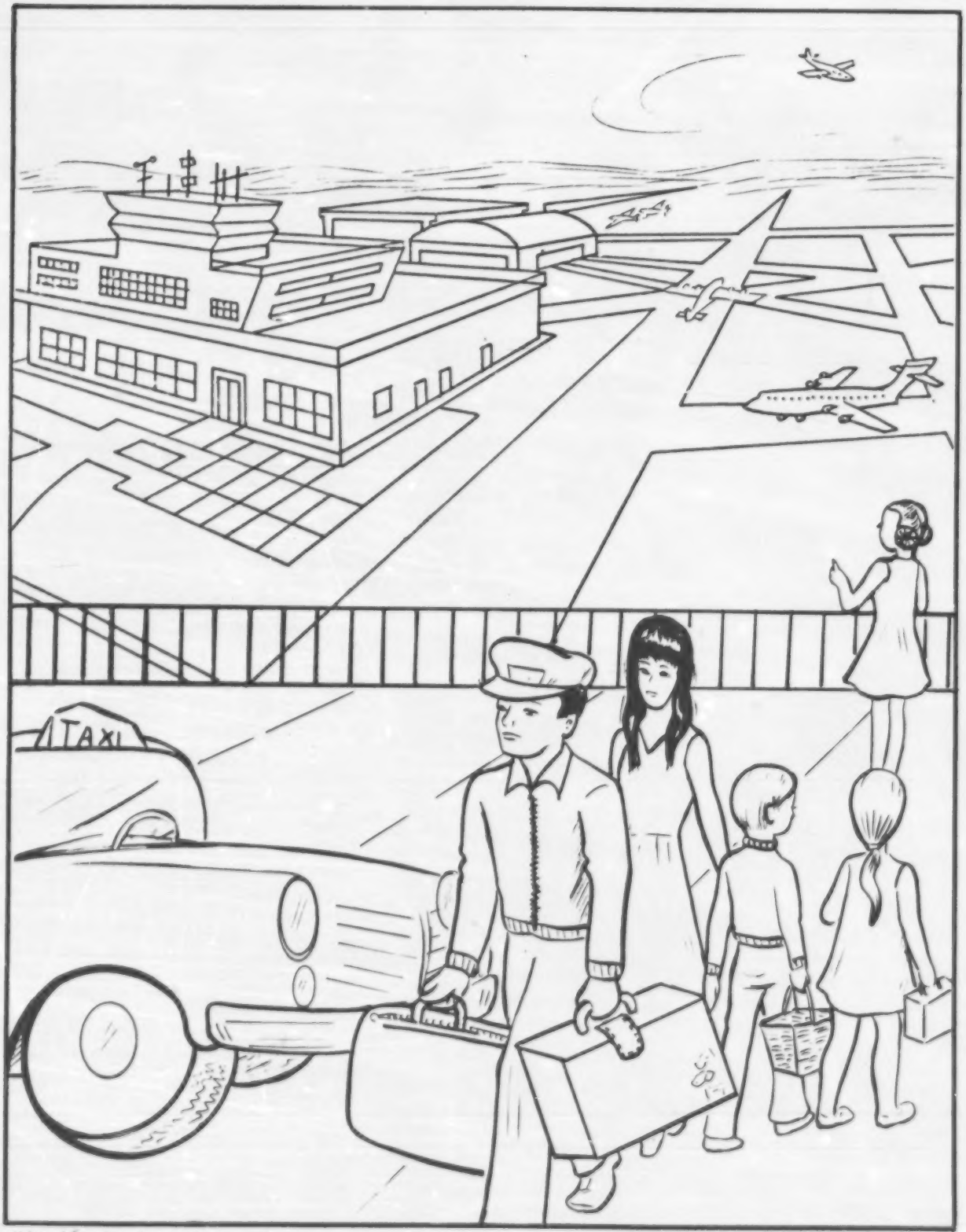

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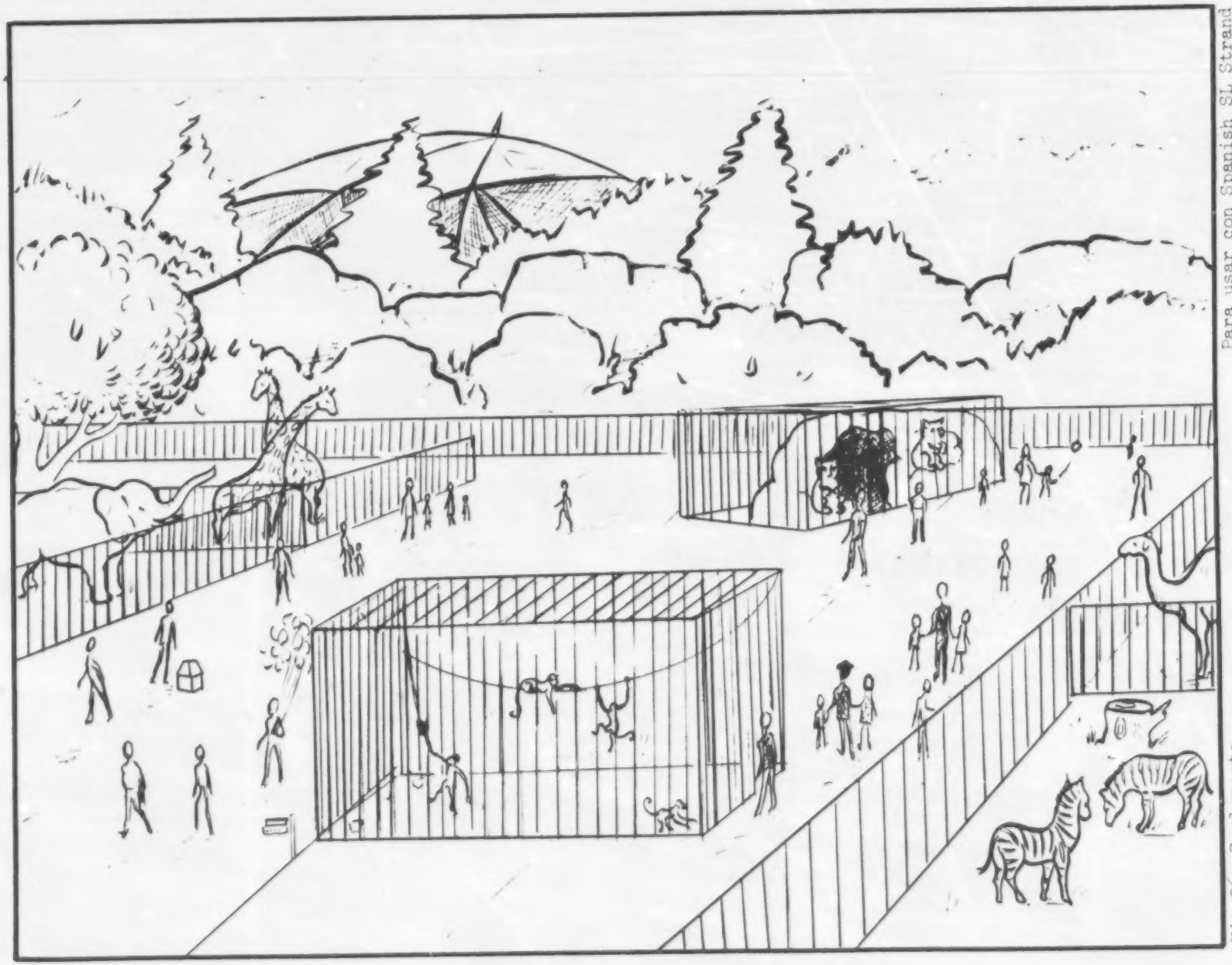

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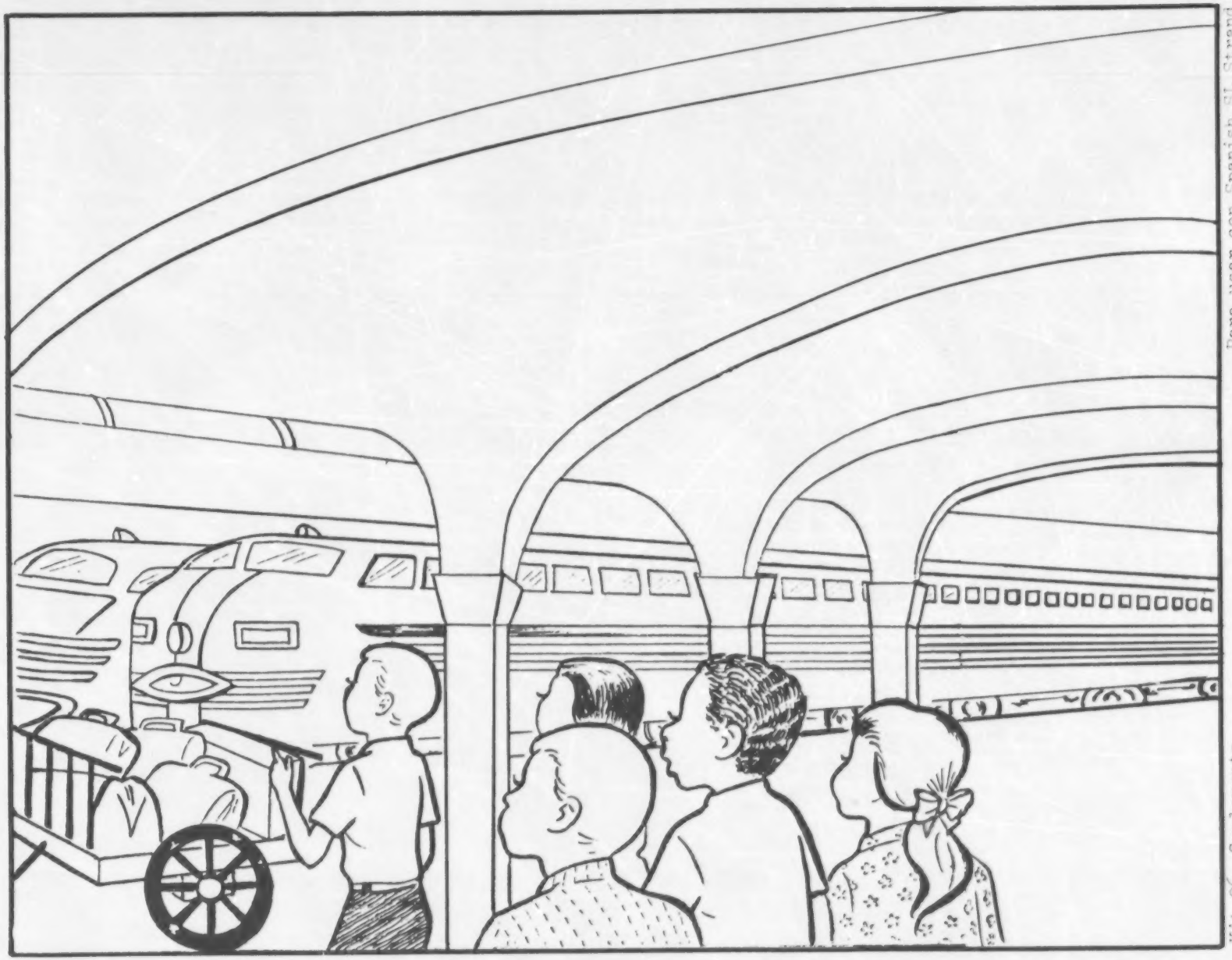

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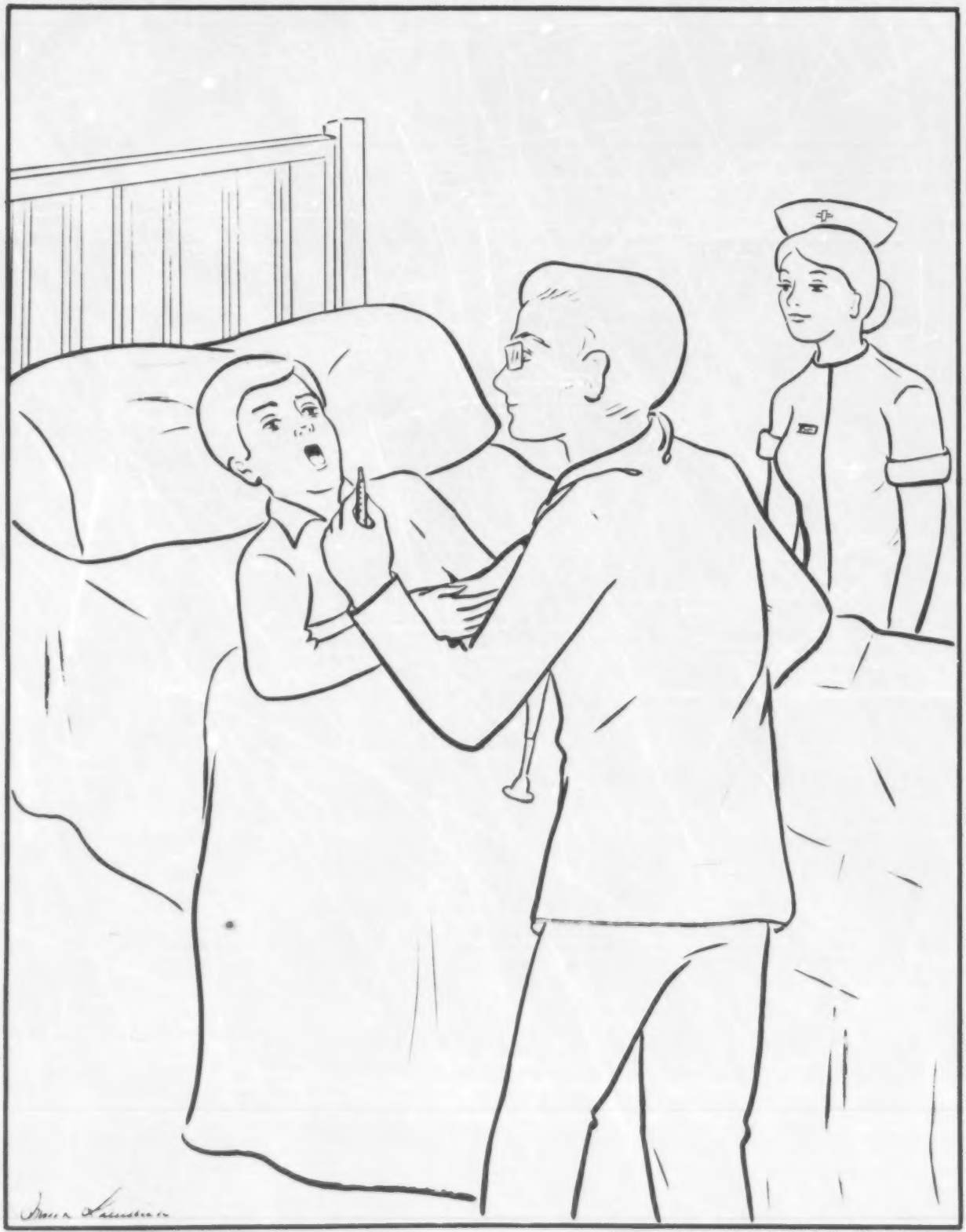

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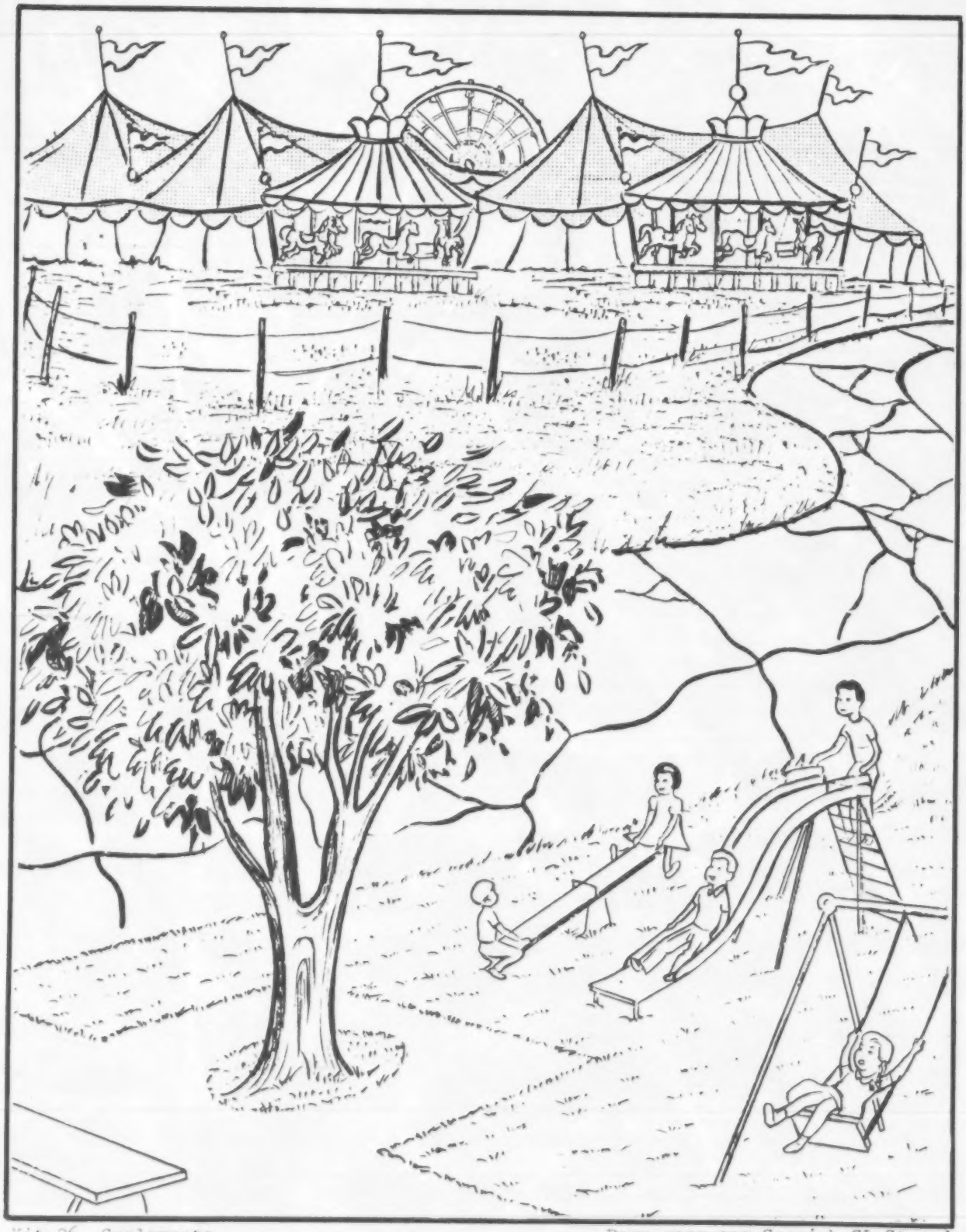

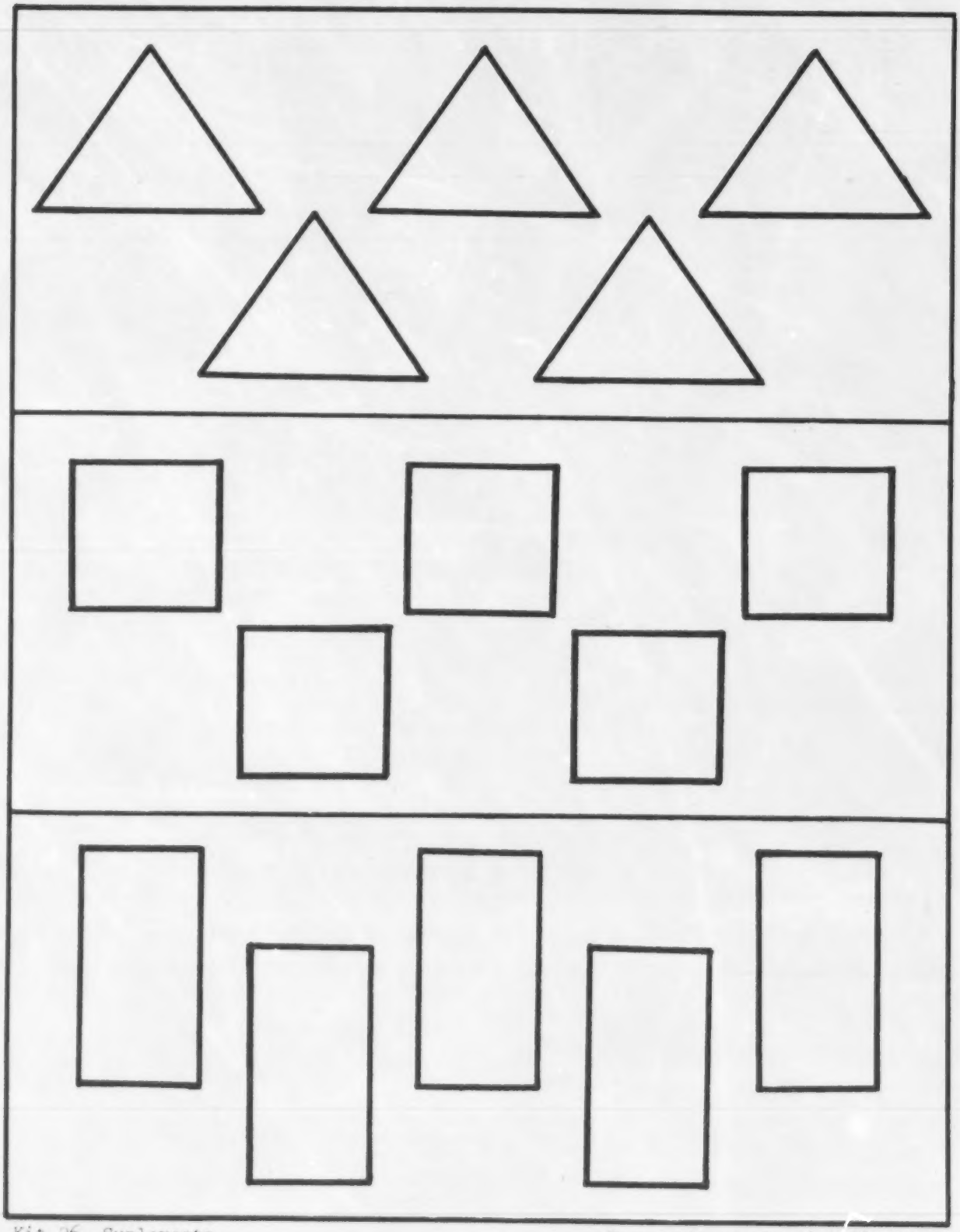

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Kit 26, Suplemento

Silvia

Tito

Ana

Para usar con Spanish SL Strand

Kit 2b, Suplemento

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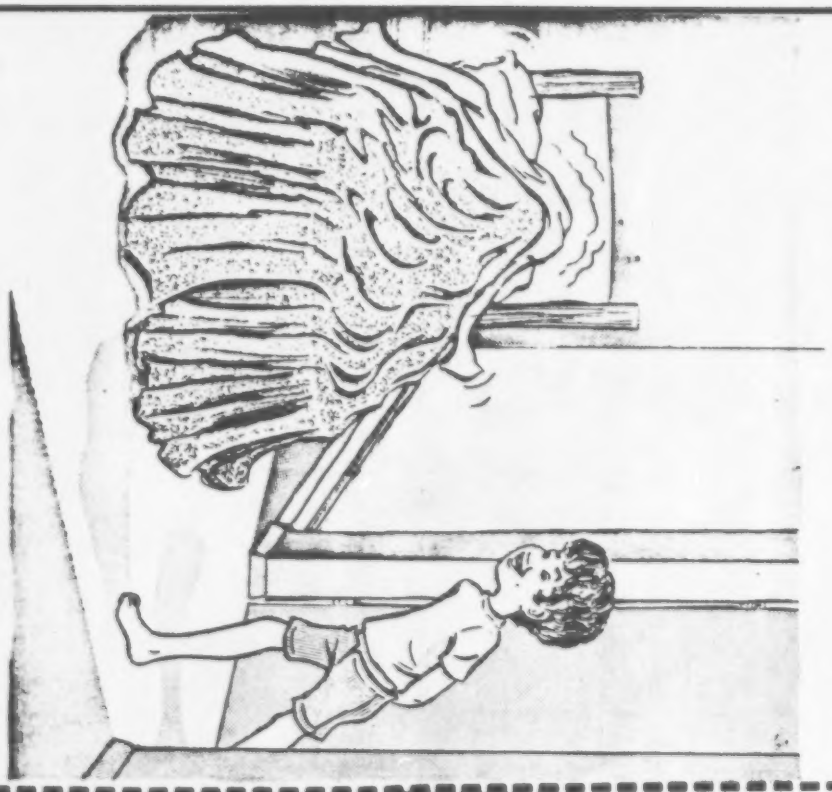

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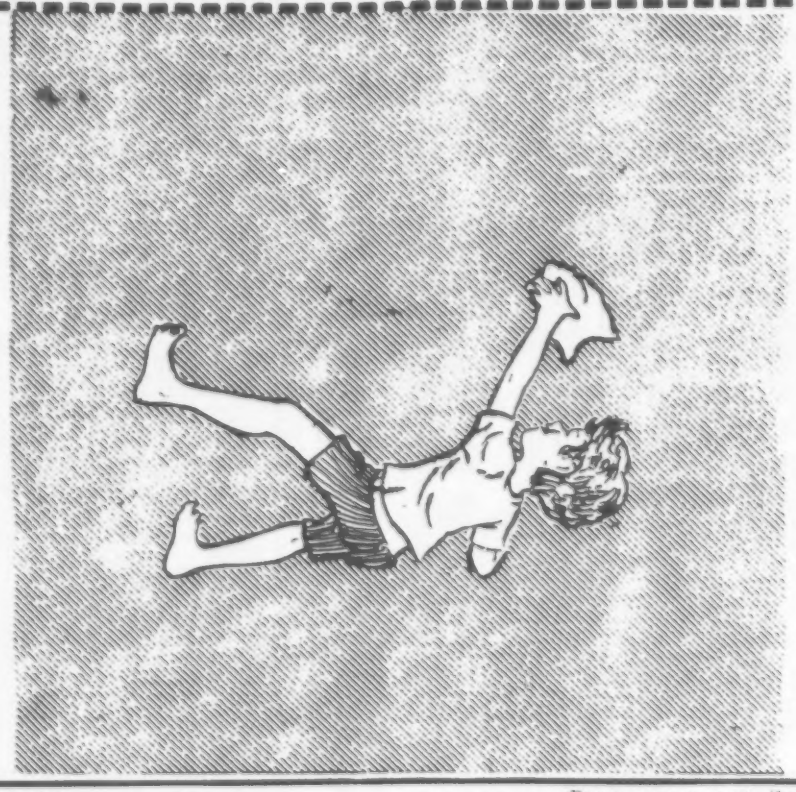

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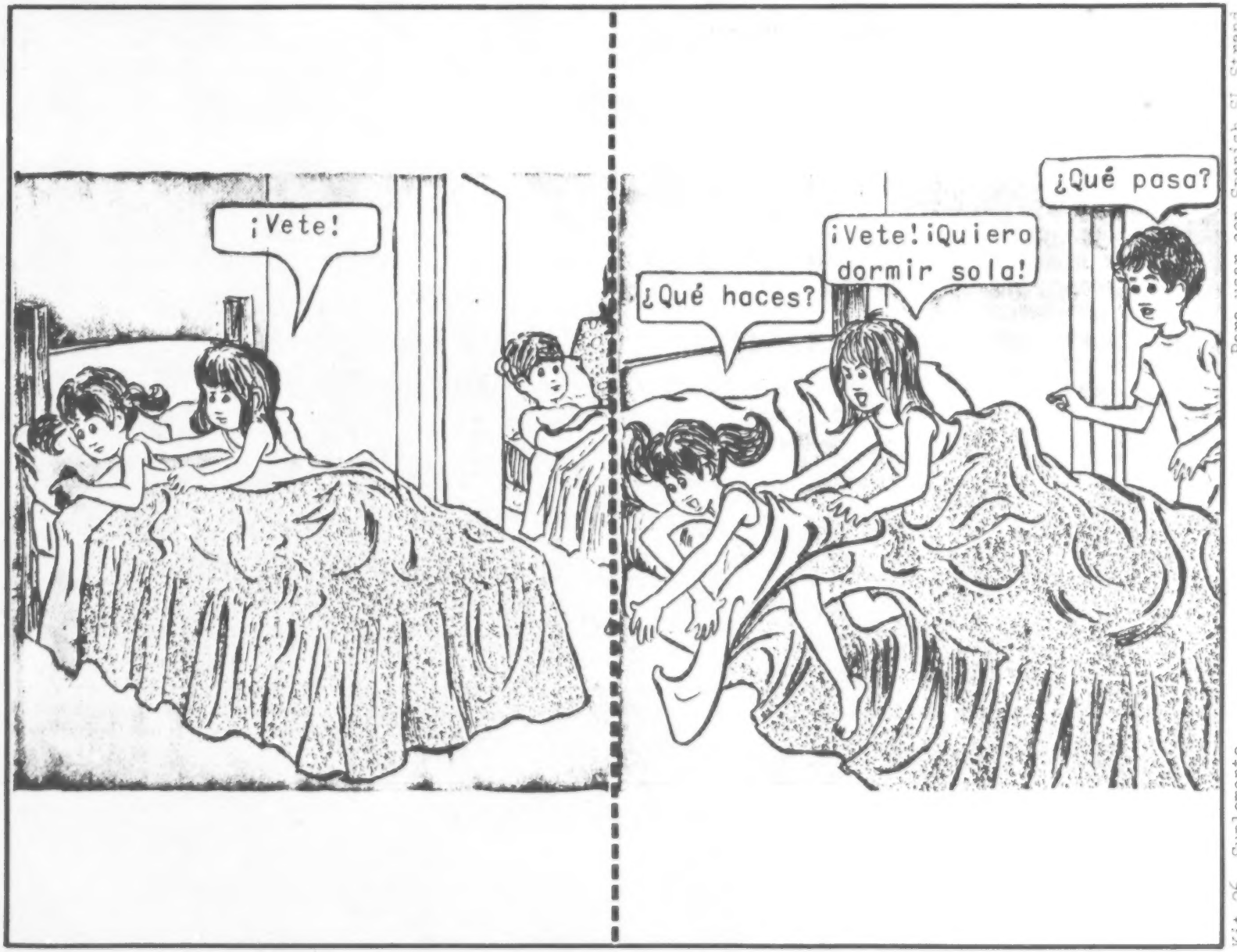
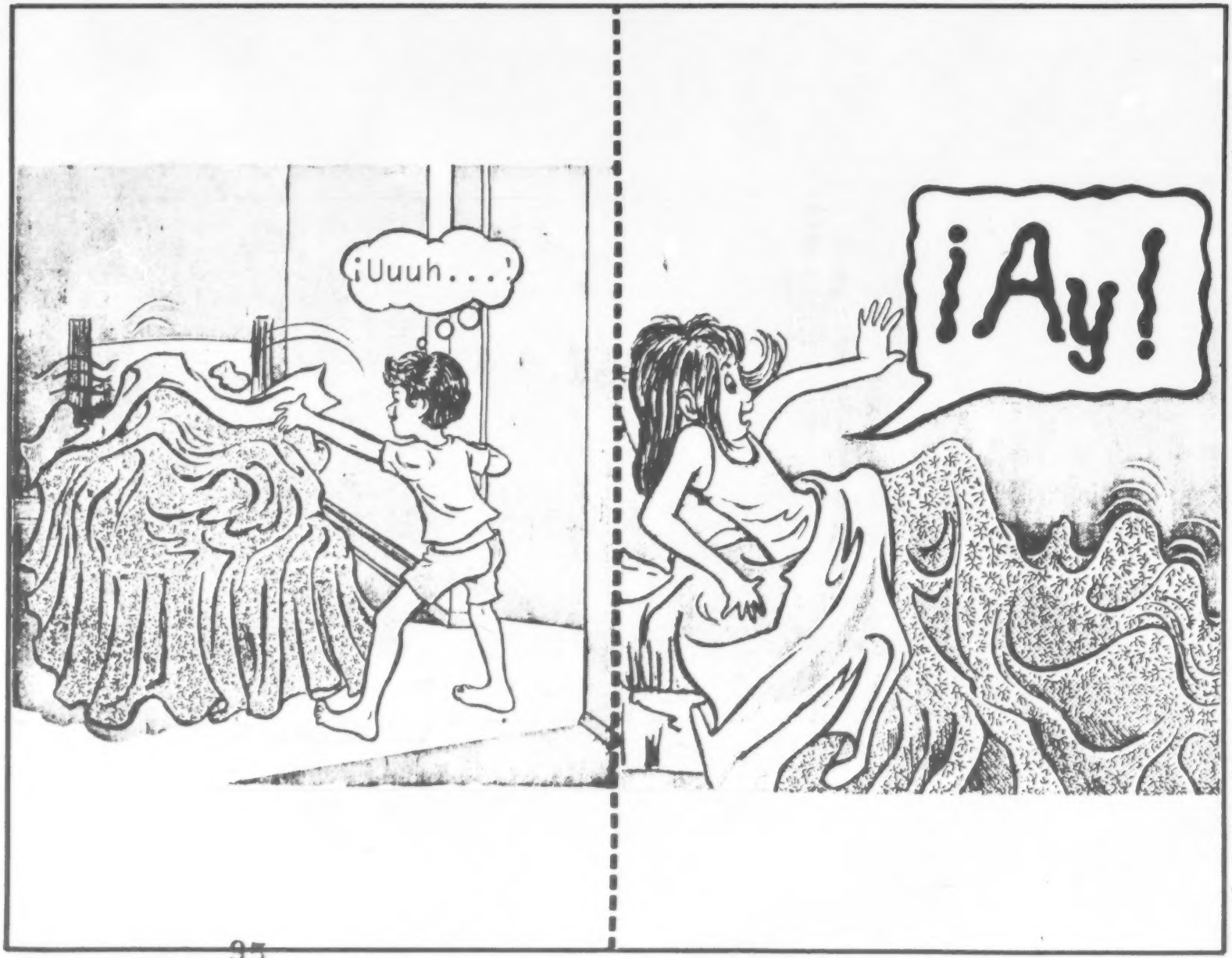

¡Vete!
¿Qué haces?
¡Vete! ¡Quiero dormir sola!
¿Qué pasa?



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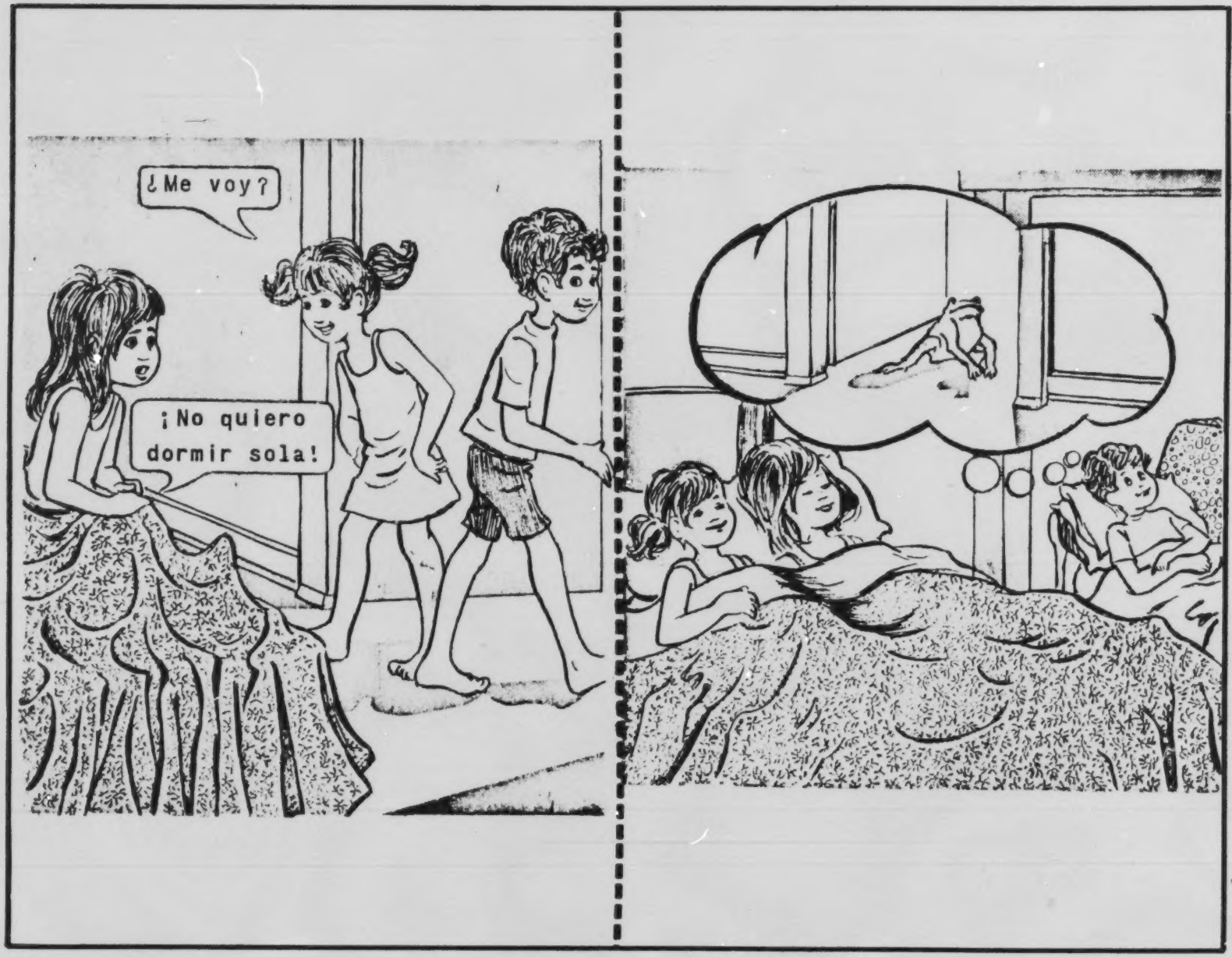

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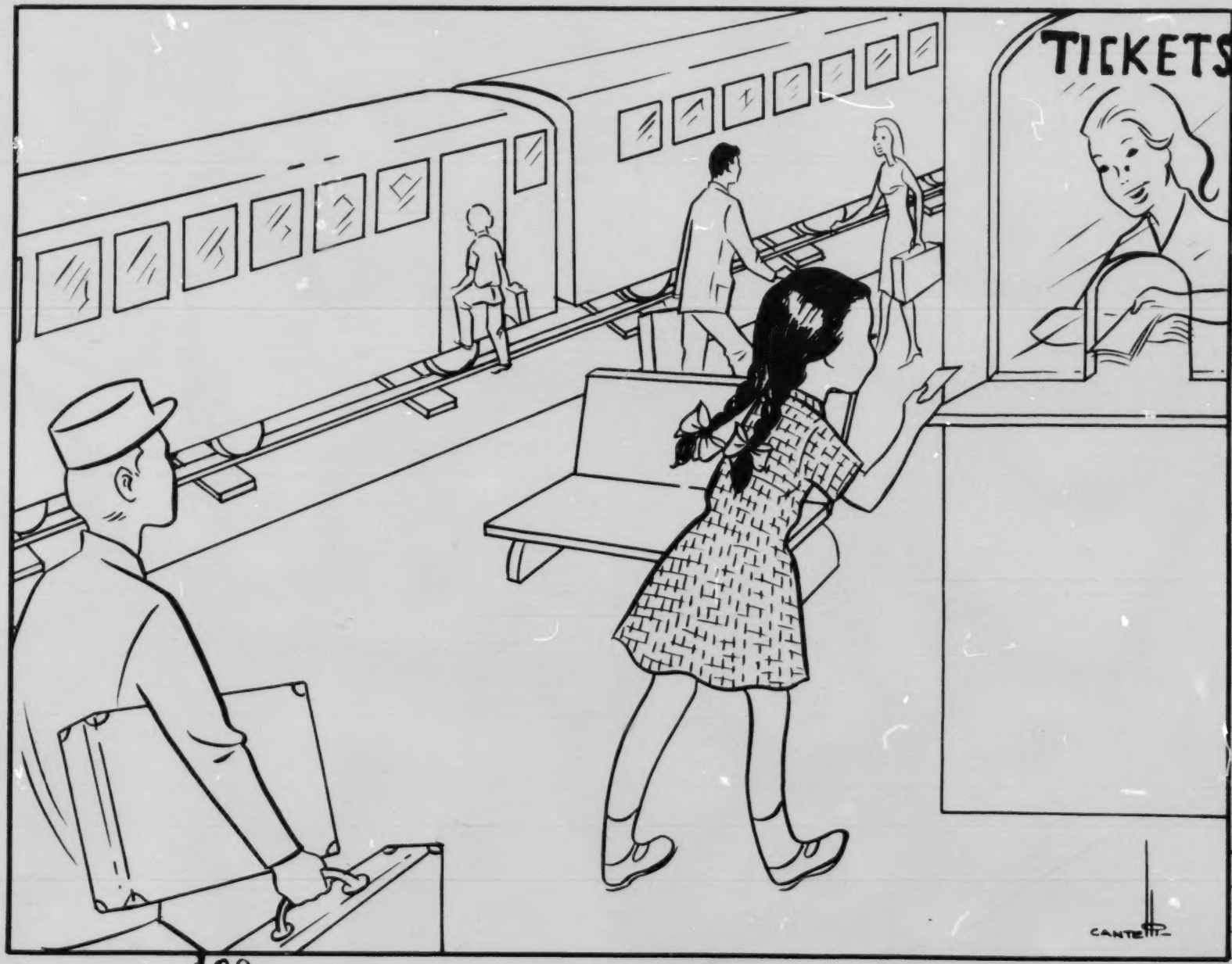

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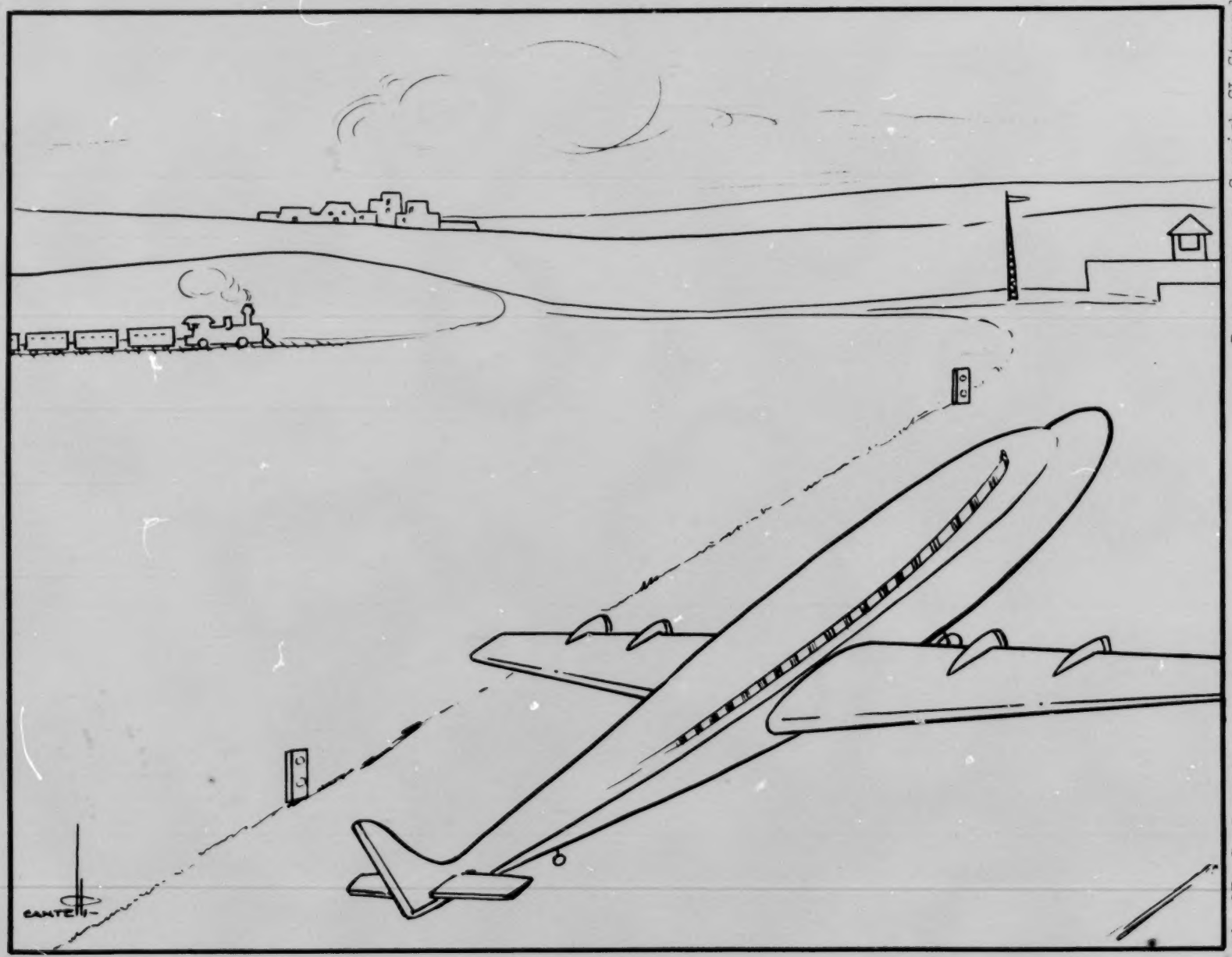

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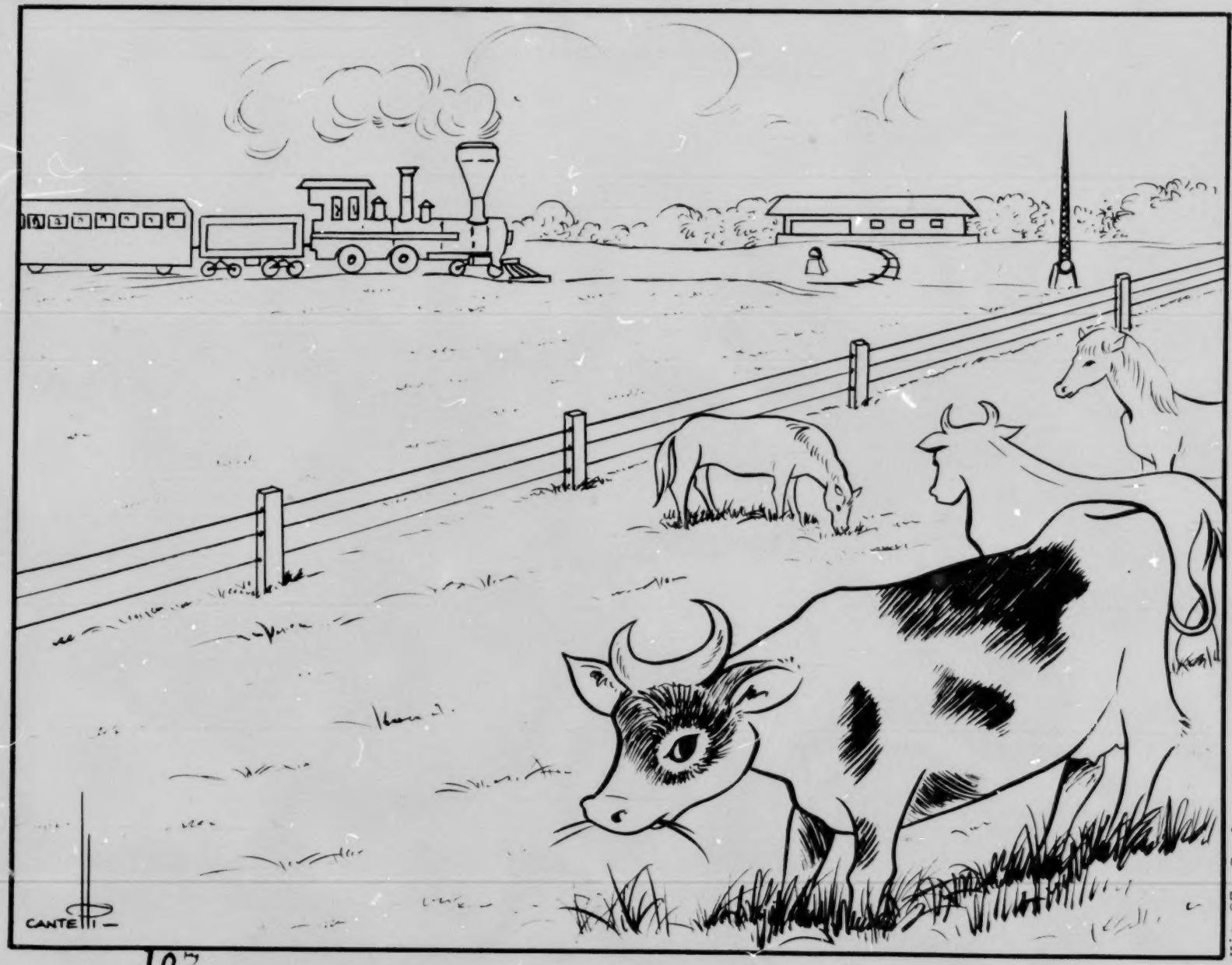

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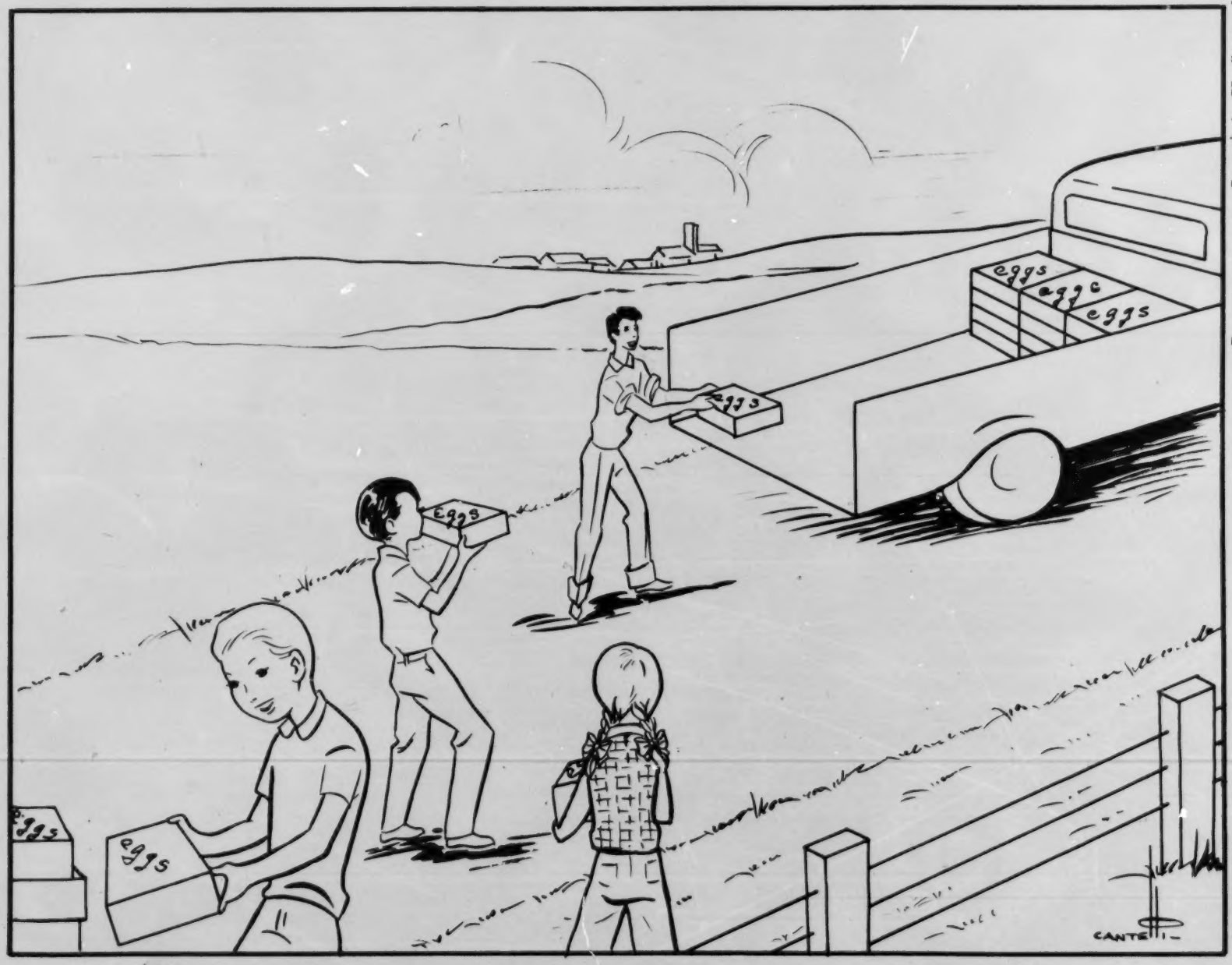

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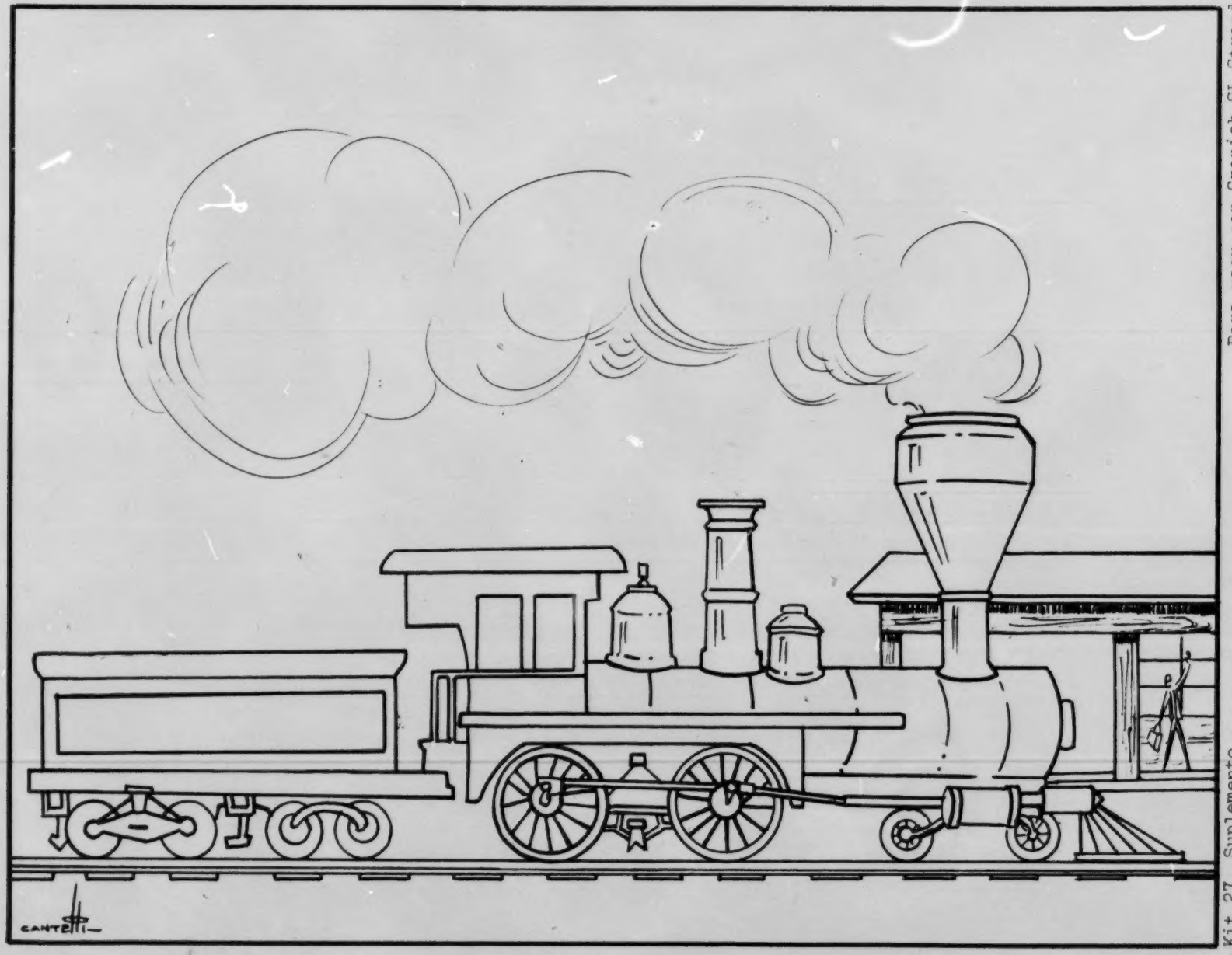

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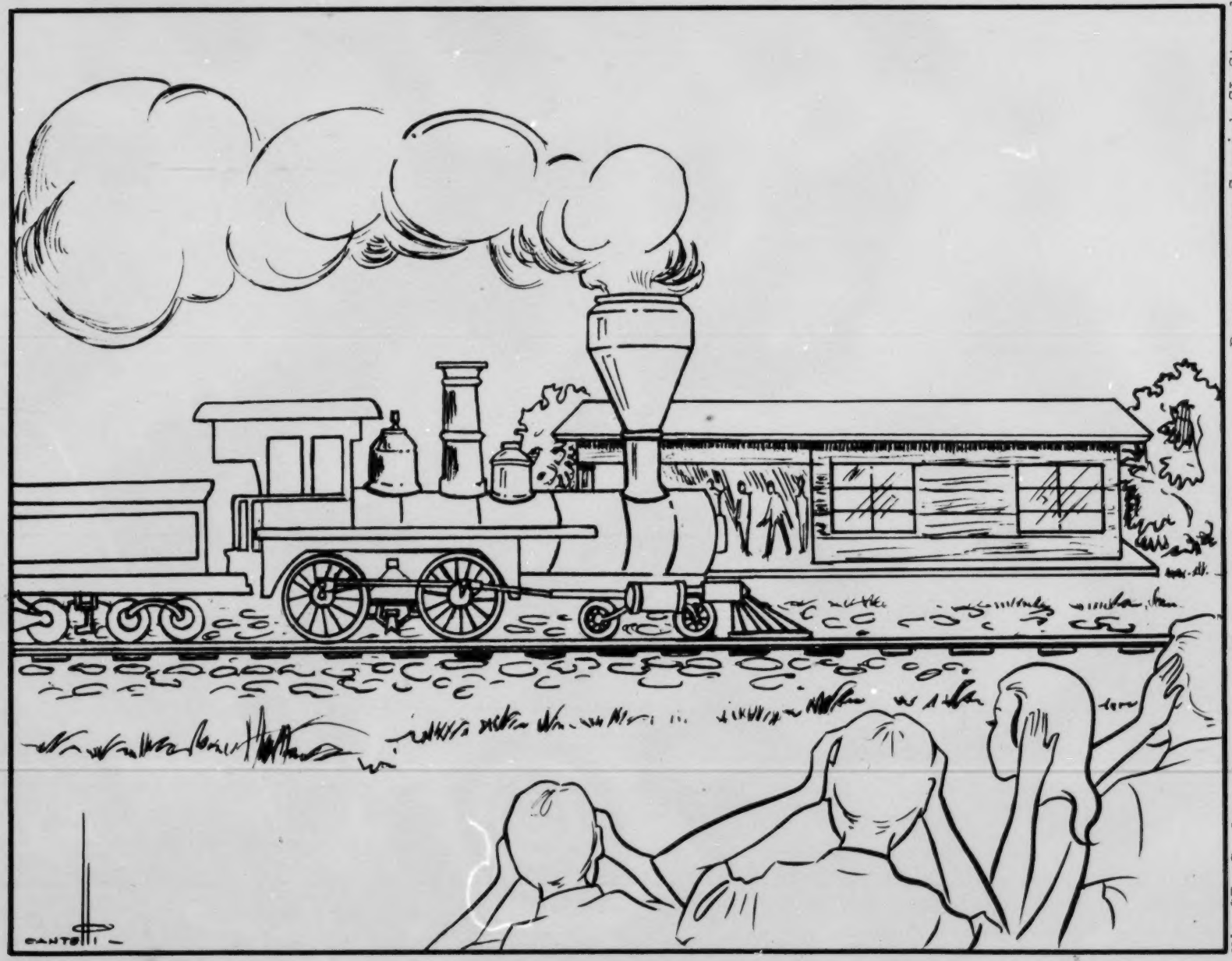

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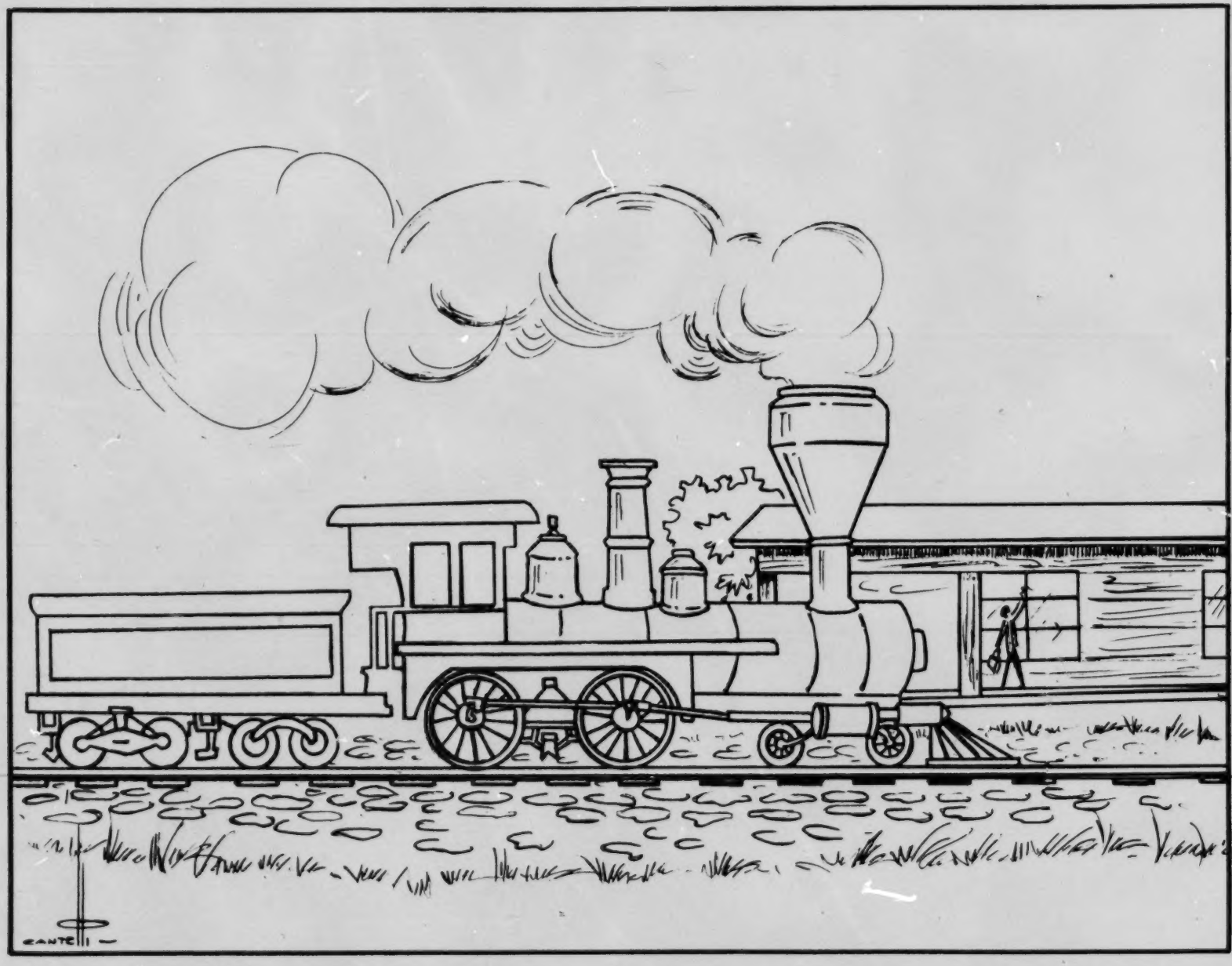

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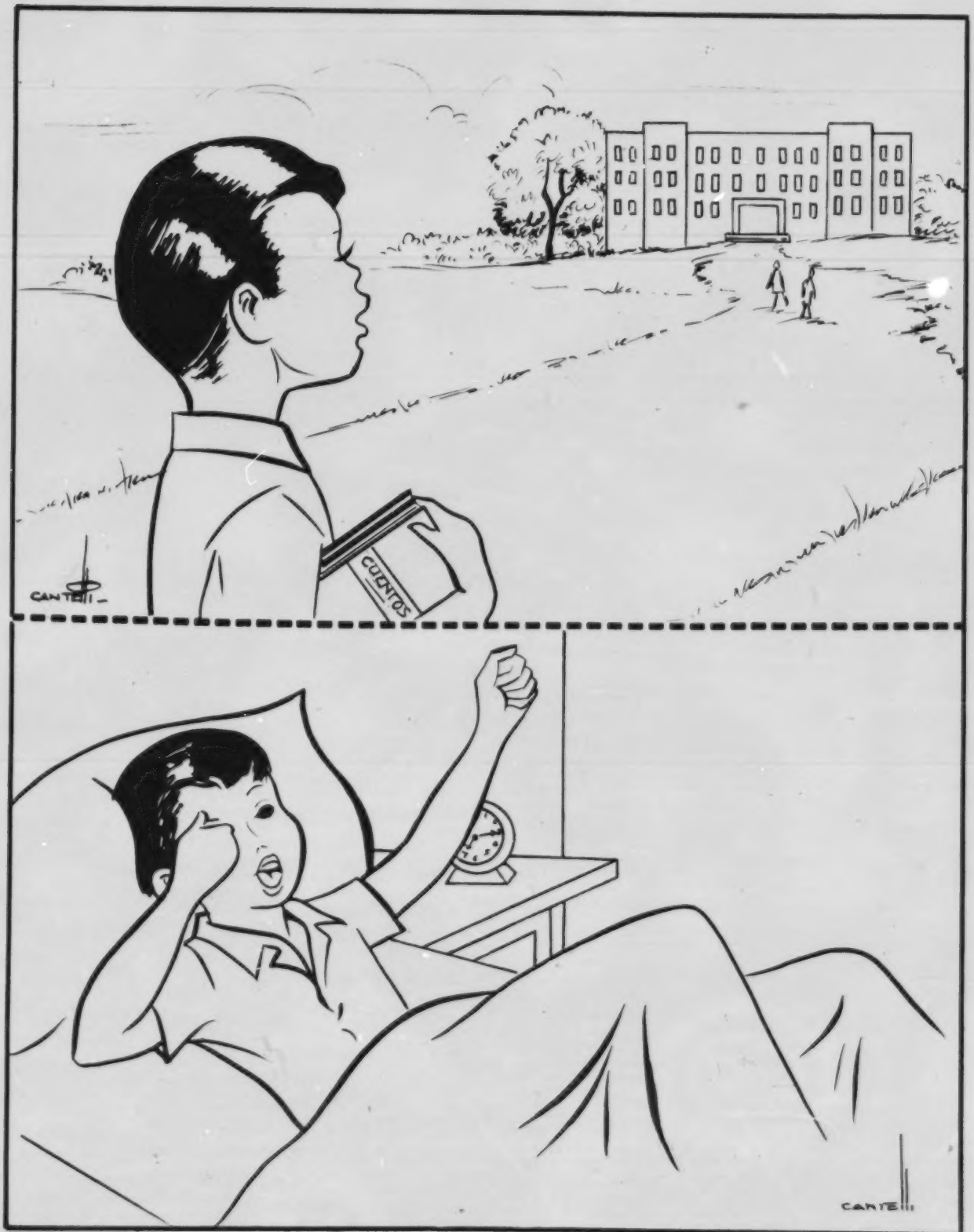

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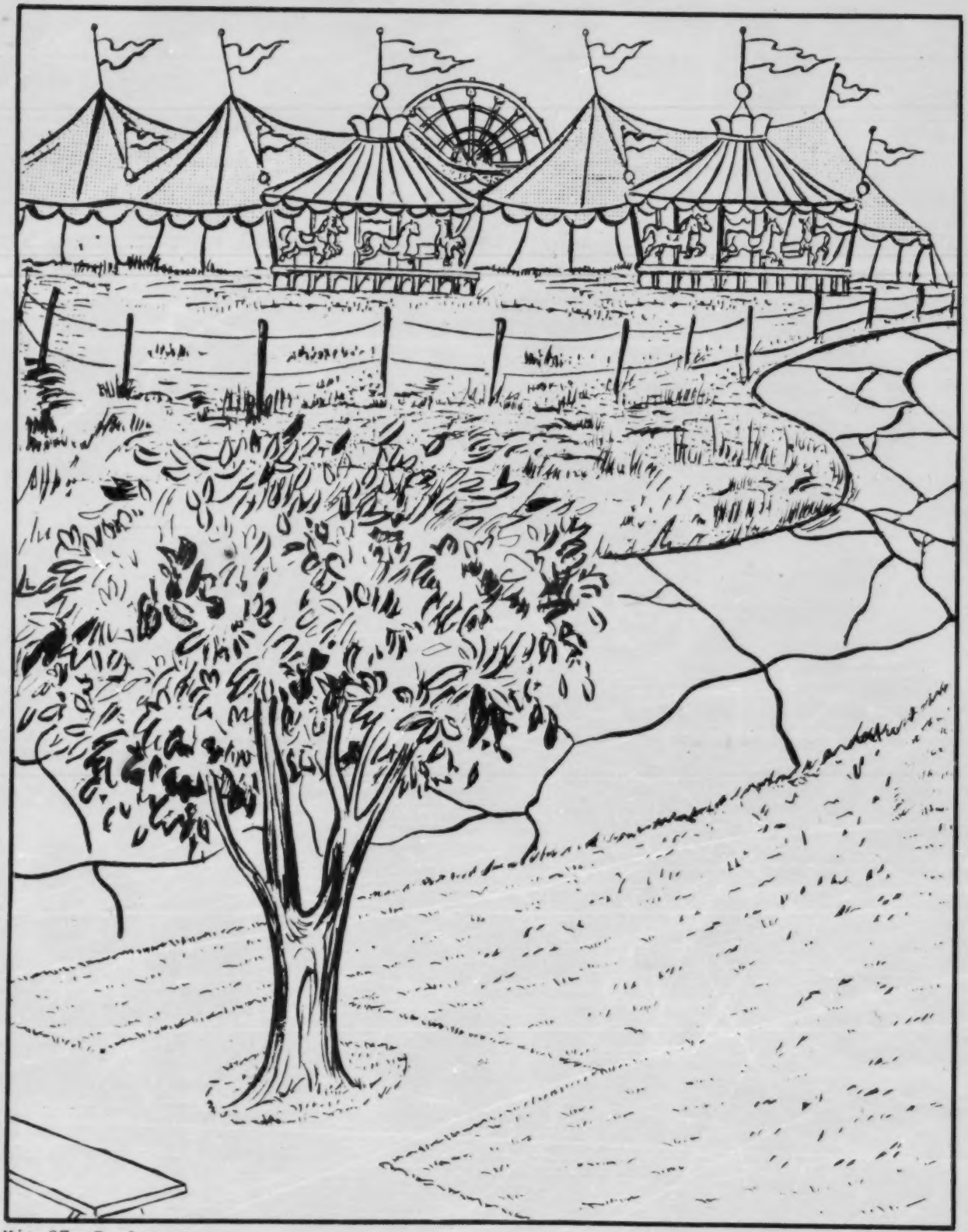

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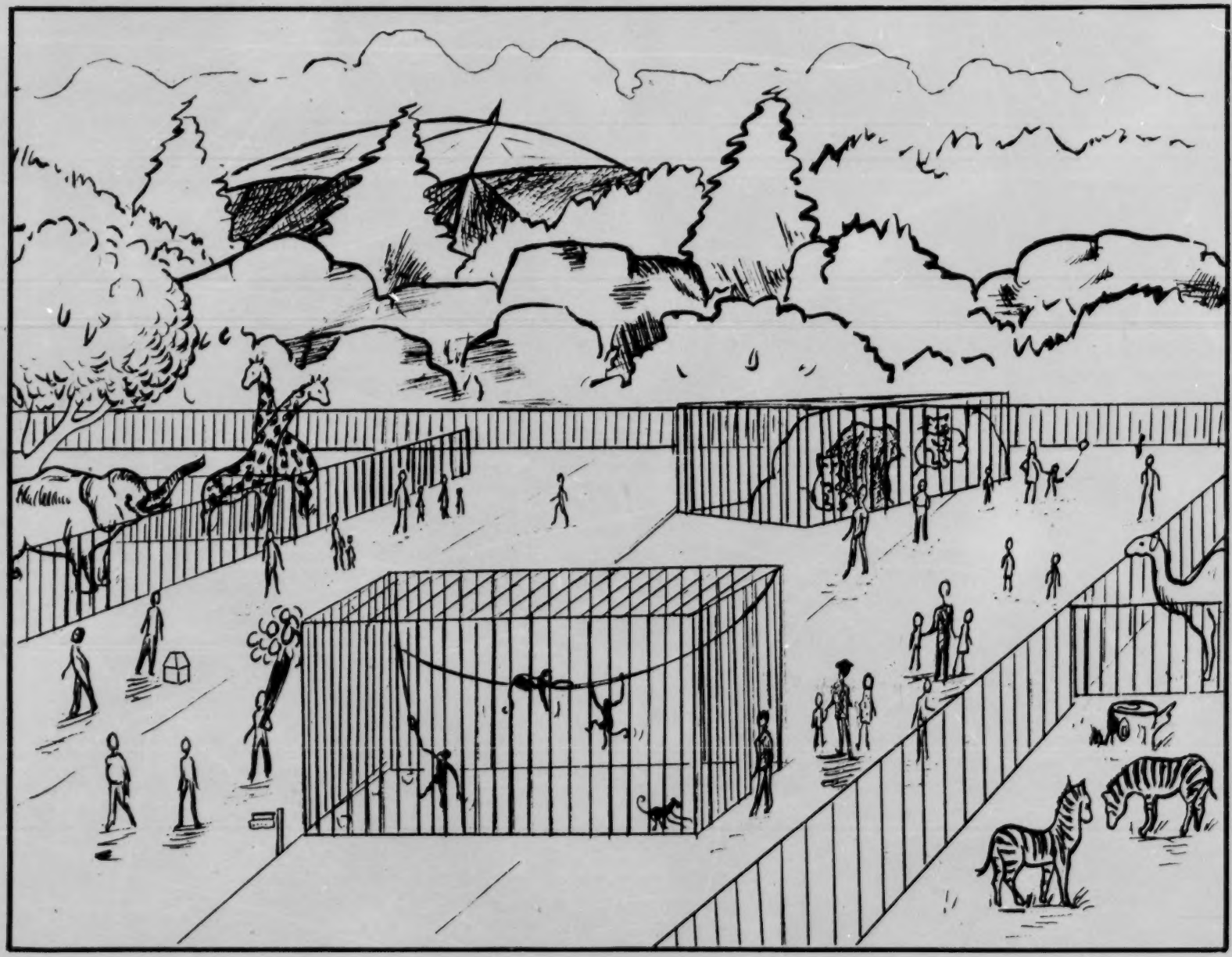

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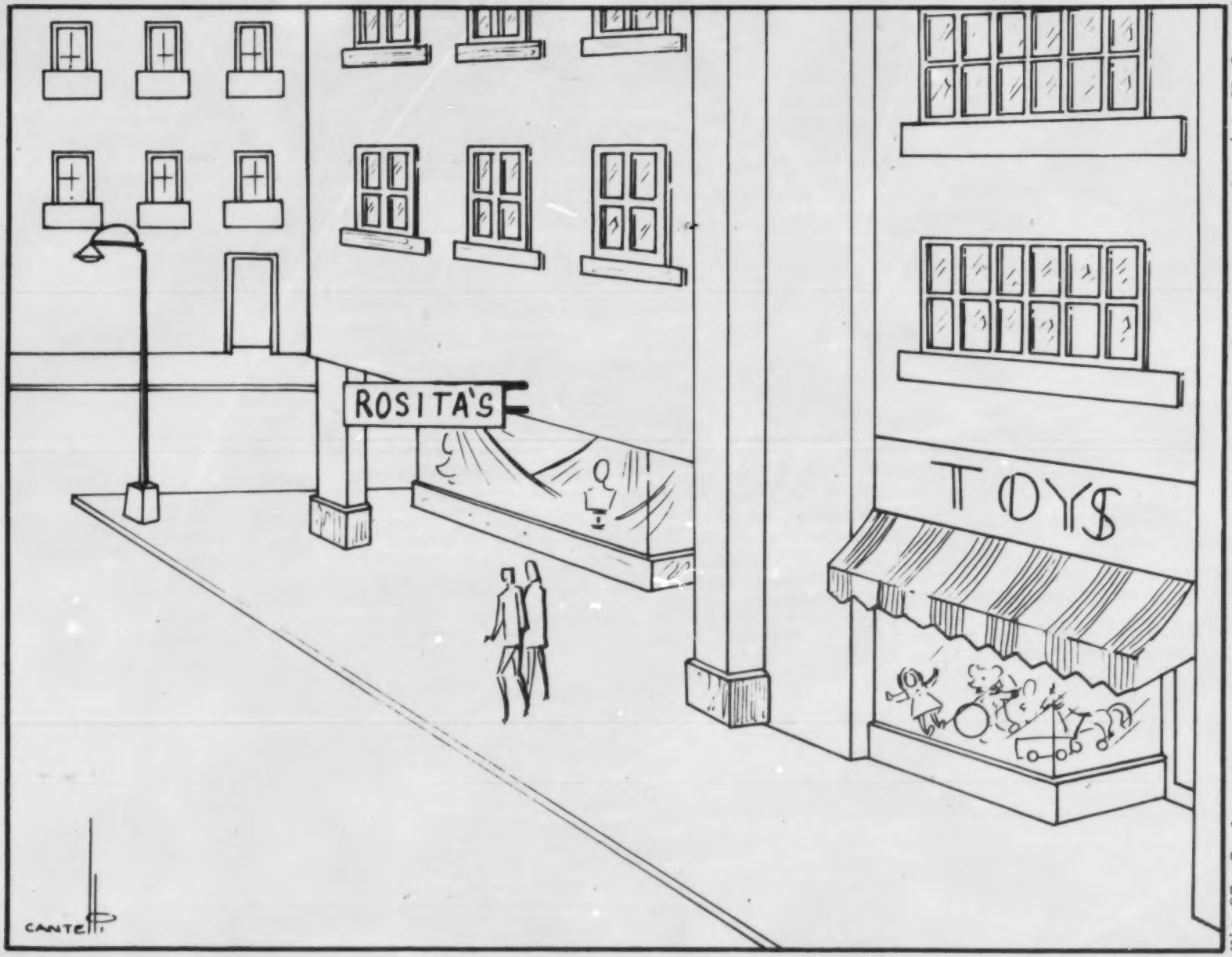

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LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO	DOMINGO
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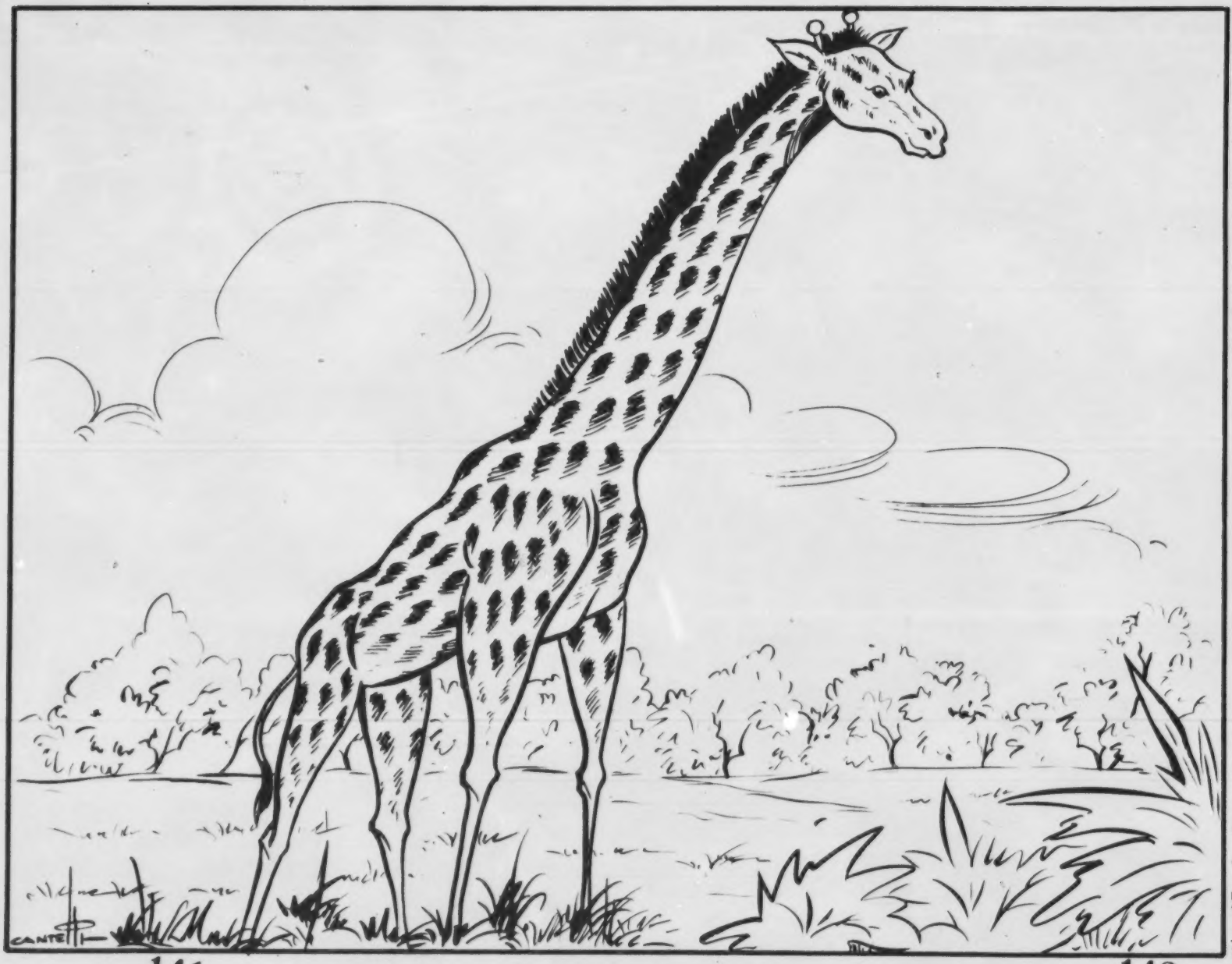

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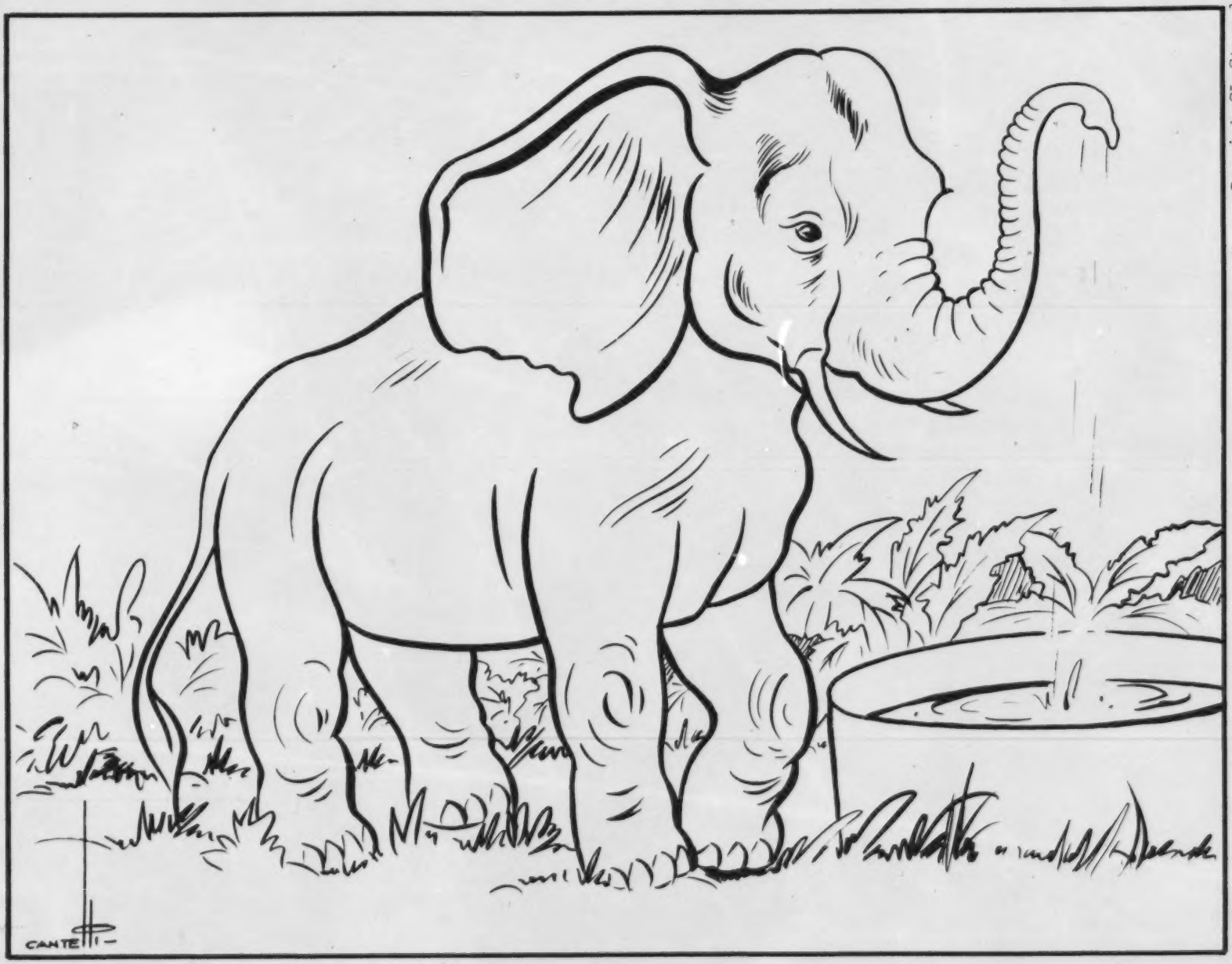

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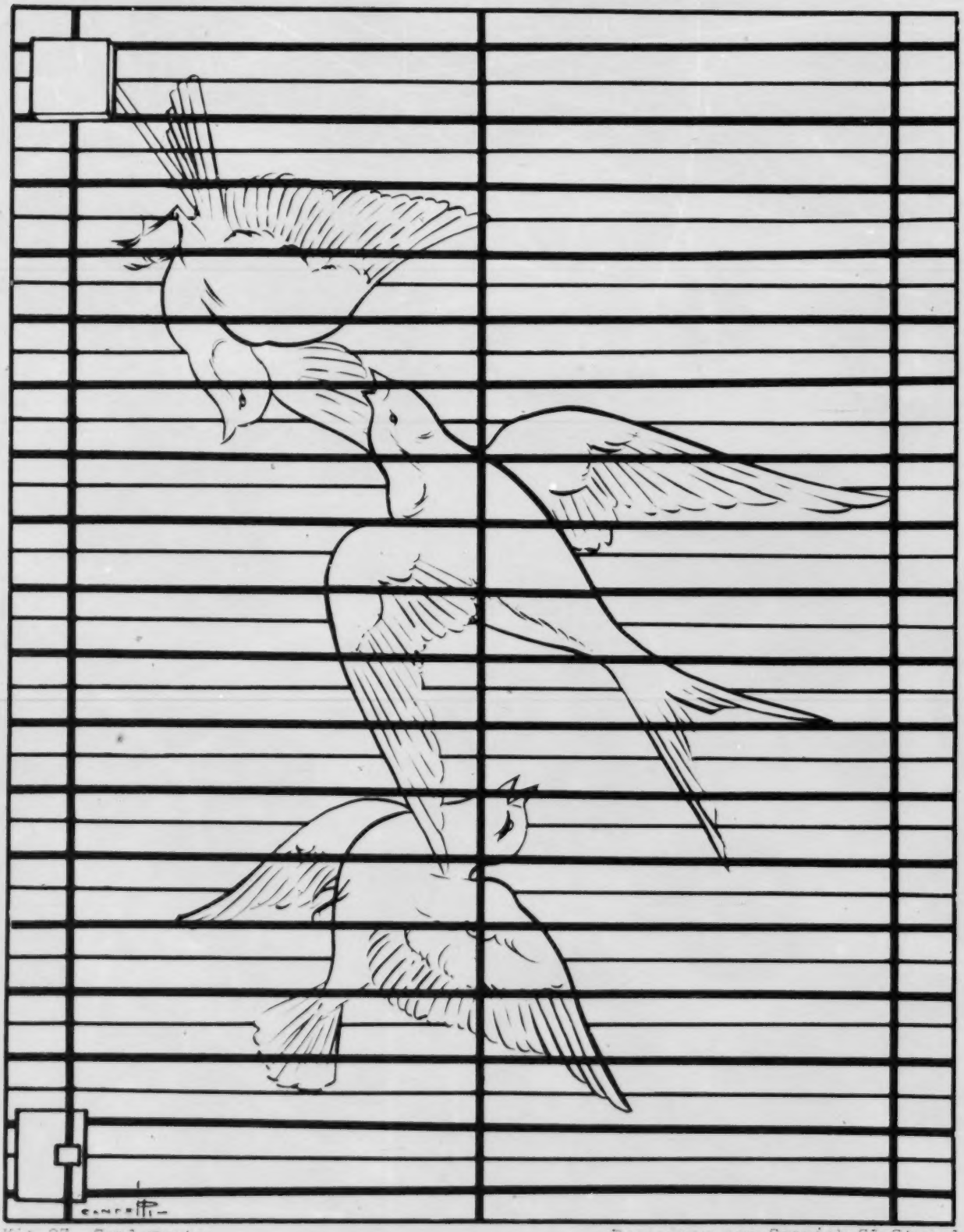

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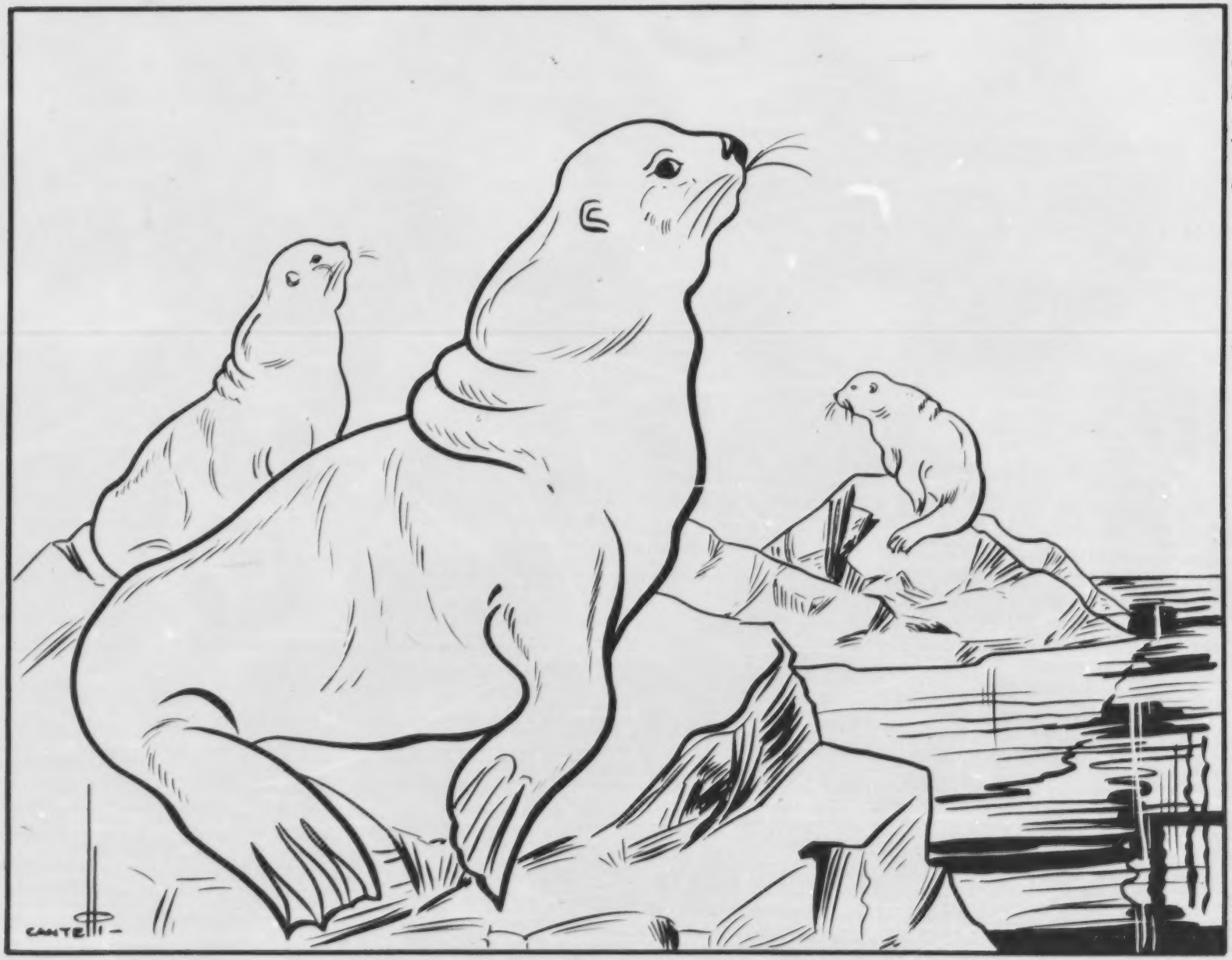

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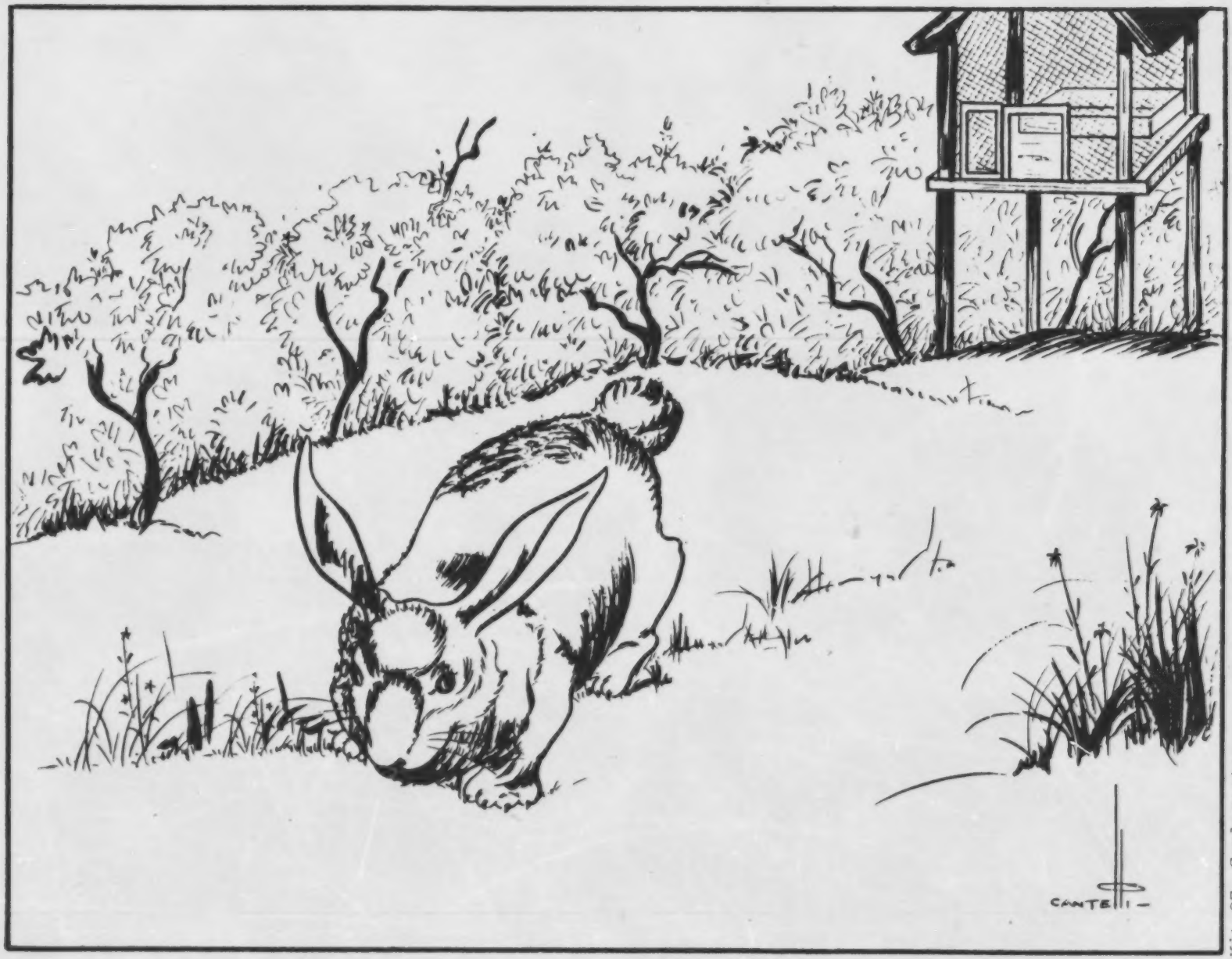

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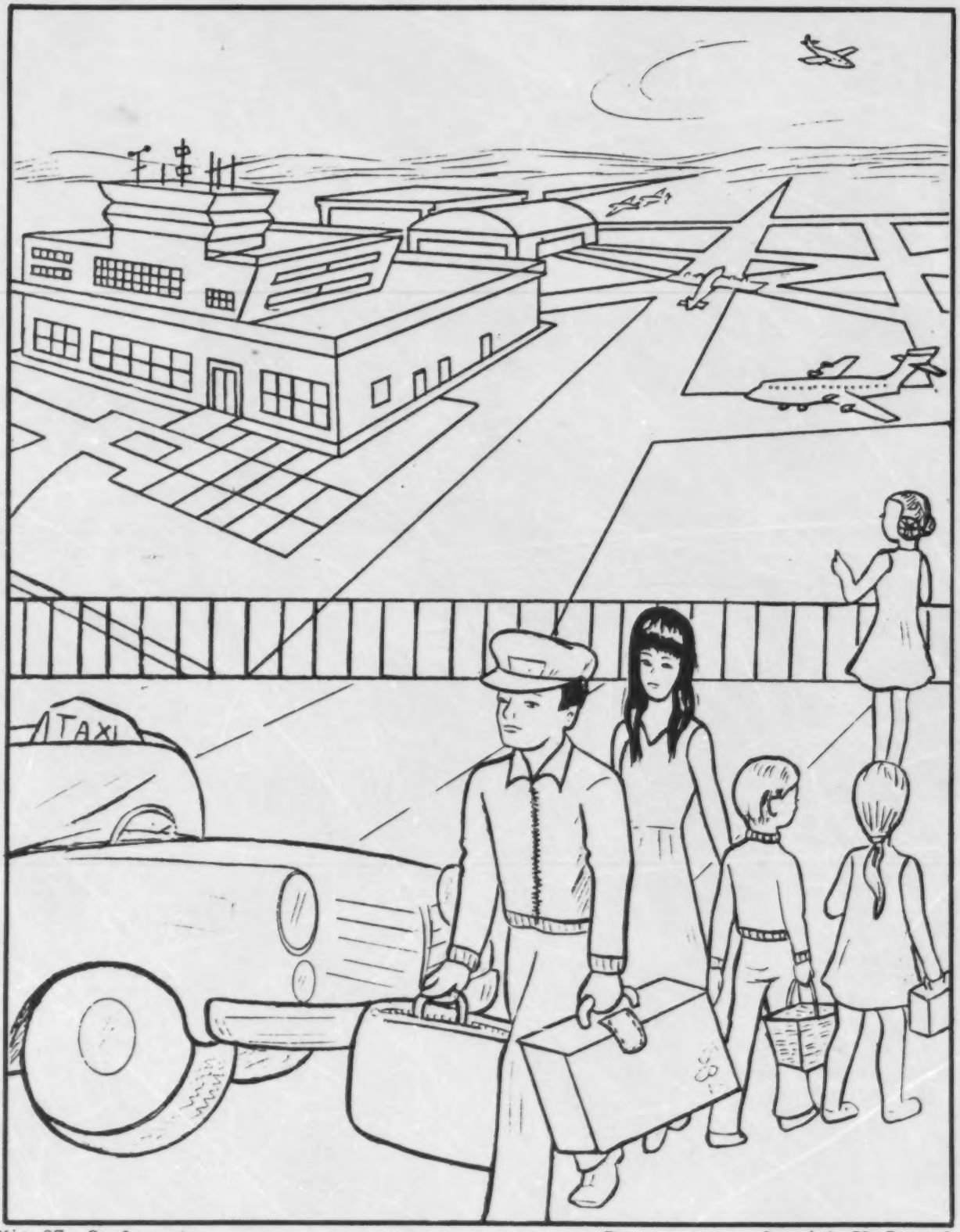

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KIT 28

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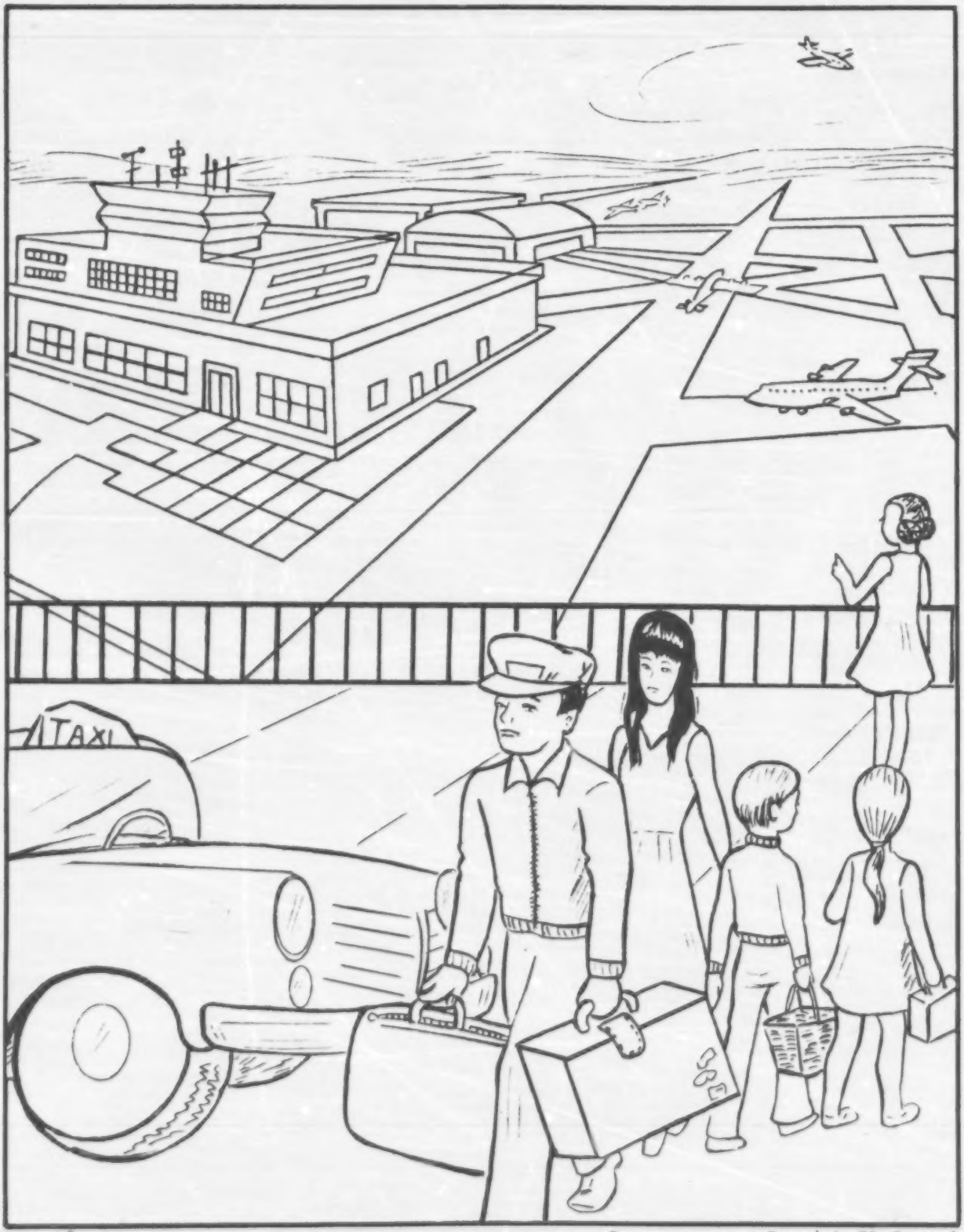
Elpa Solomon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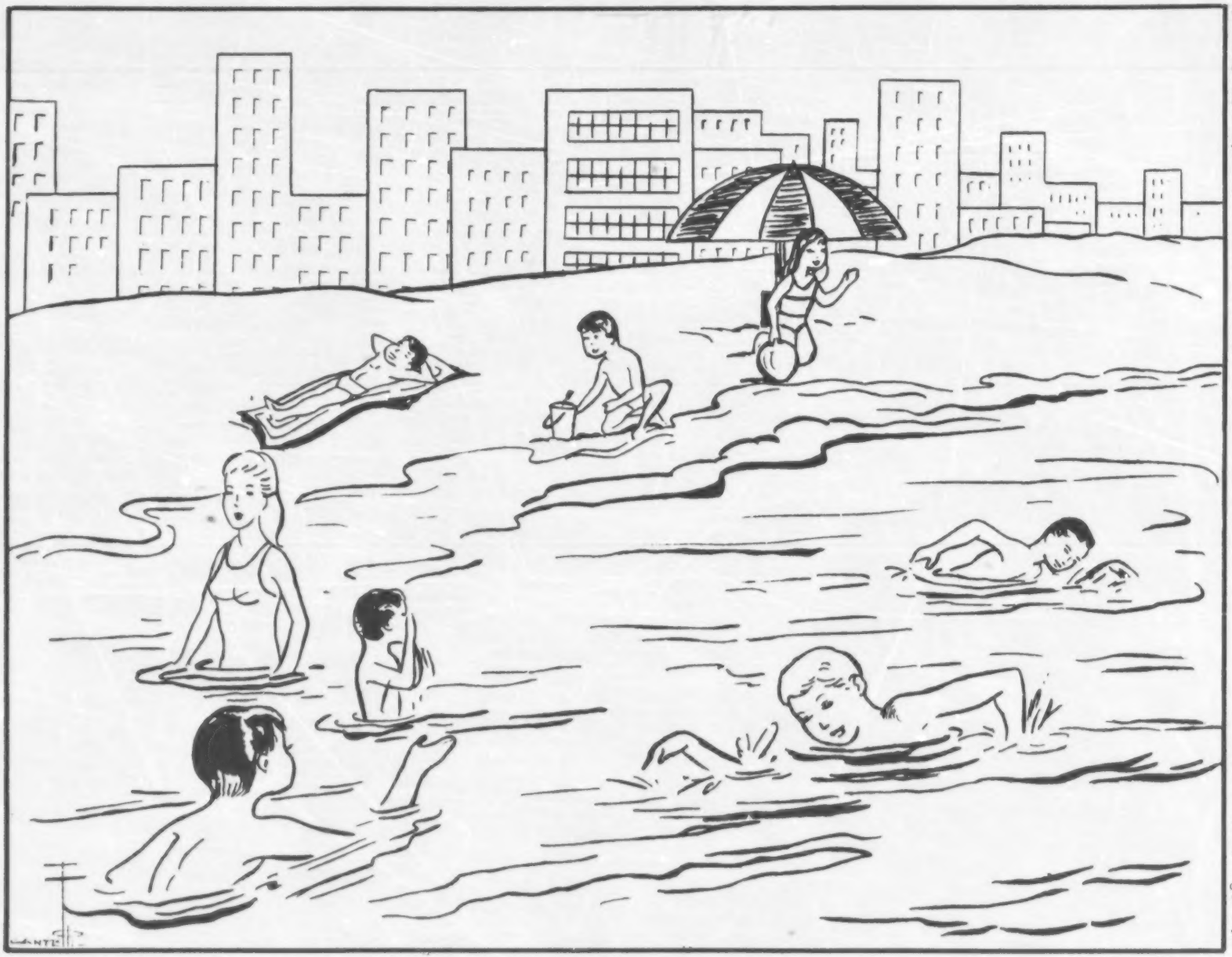

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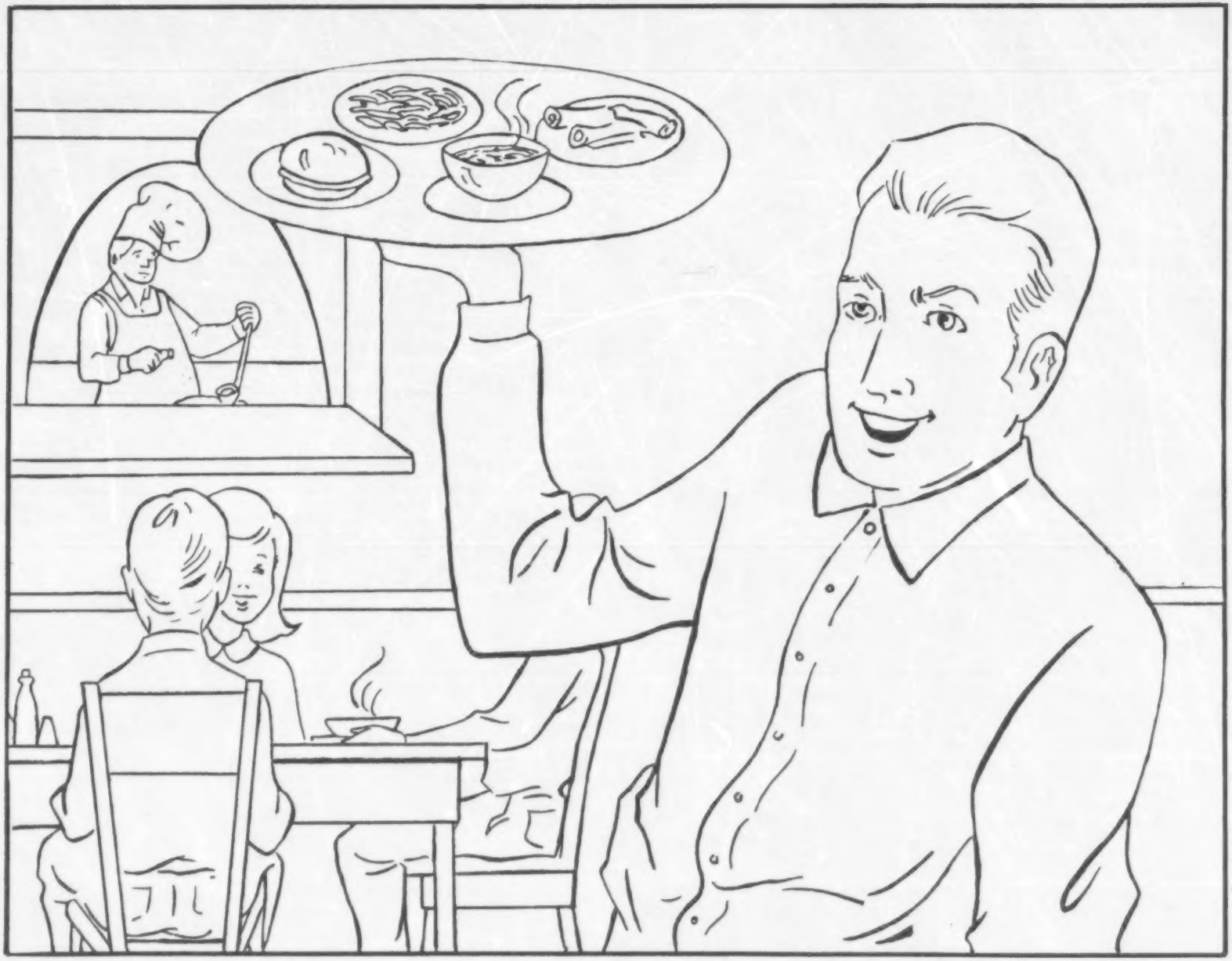

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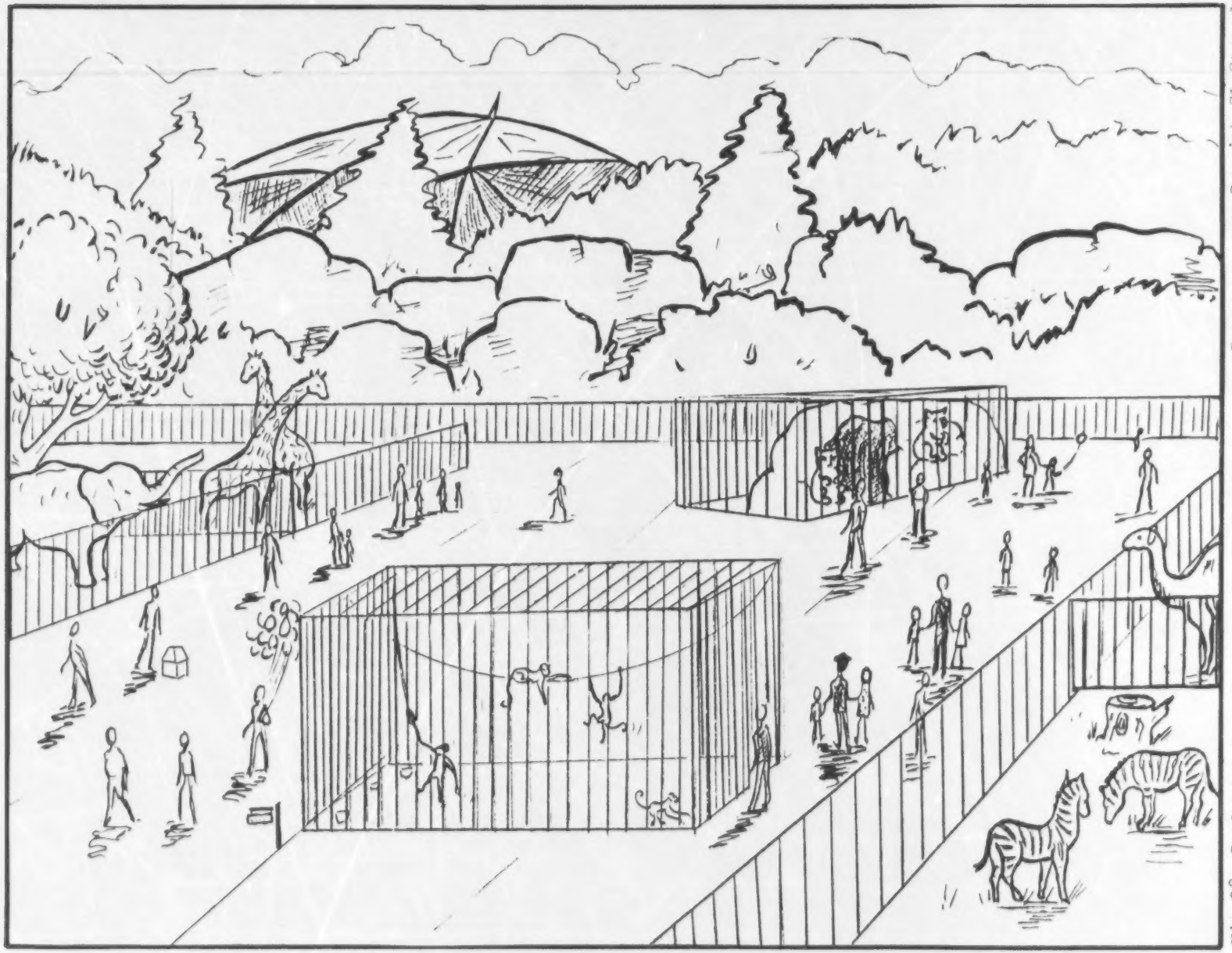

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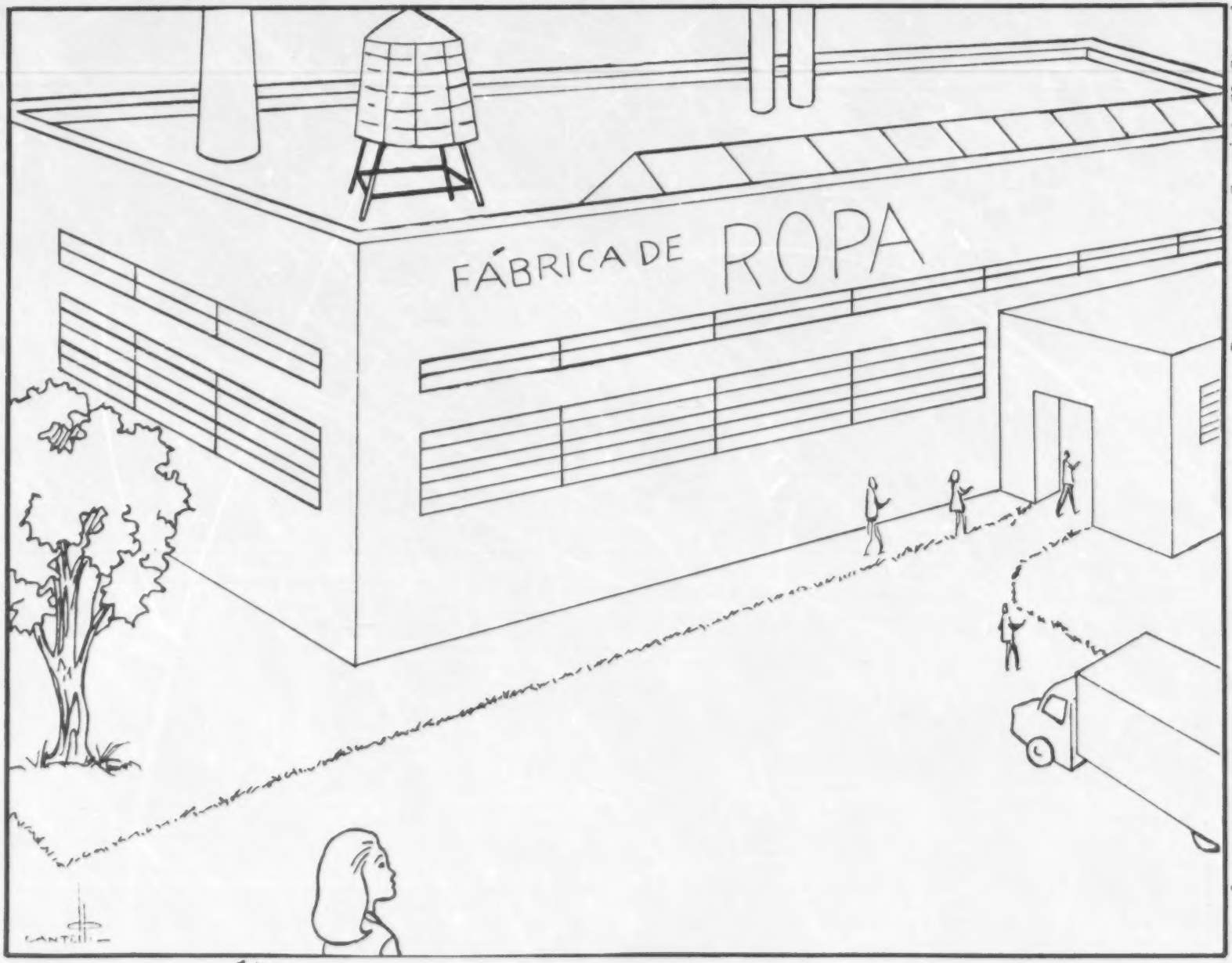

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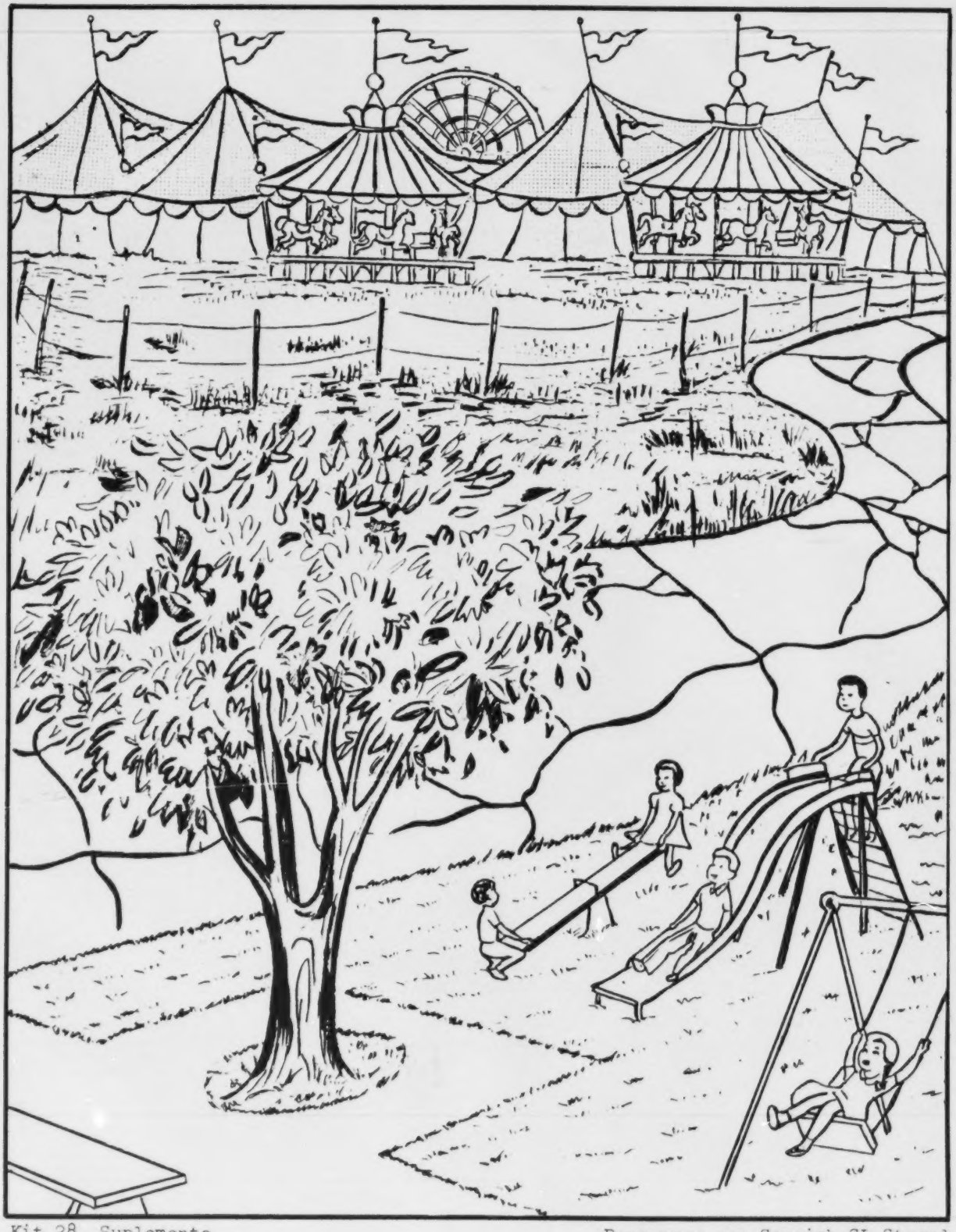

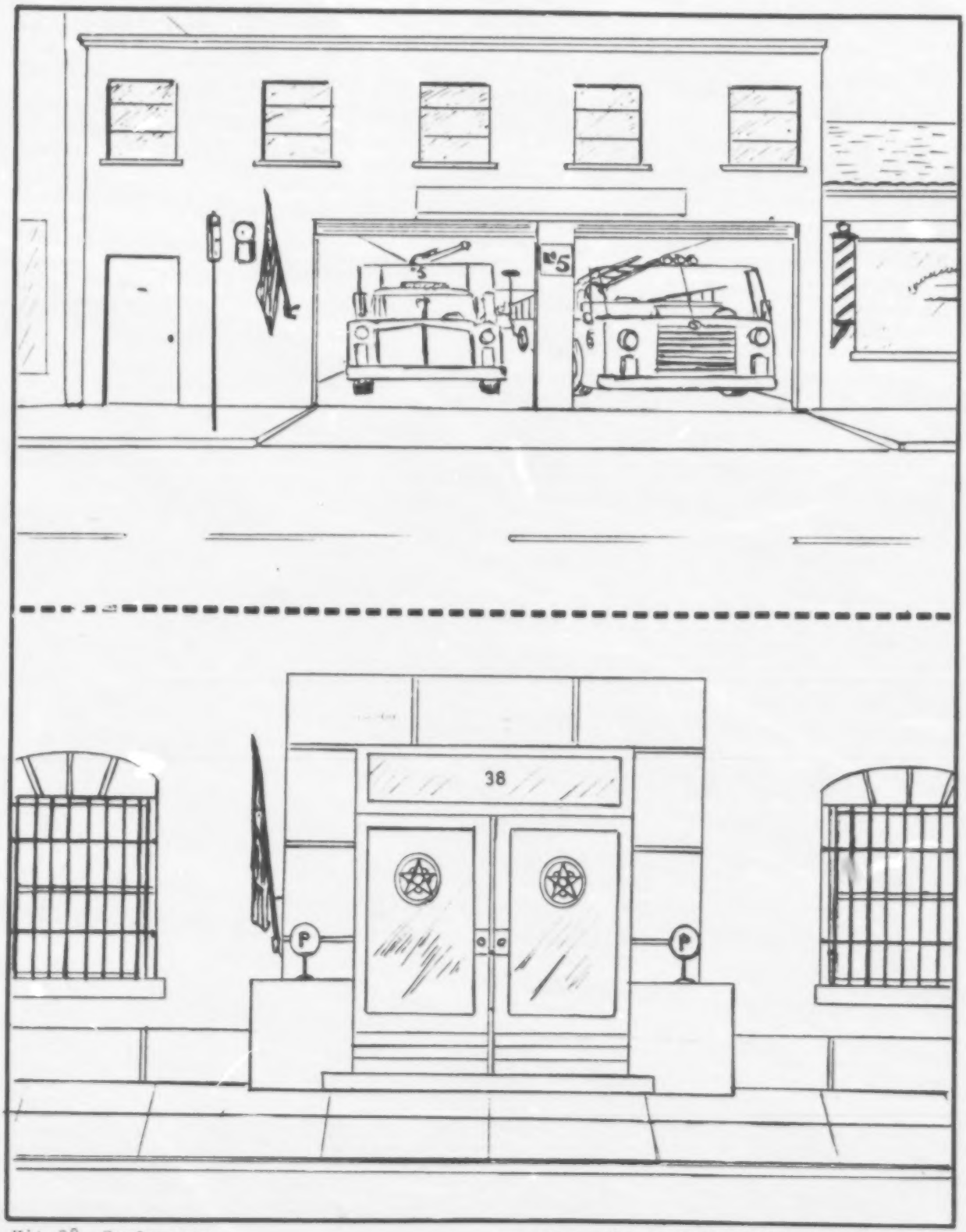
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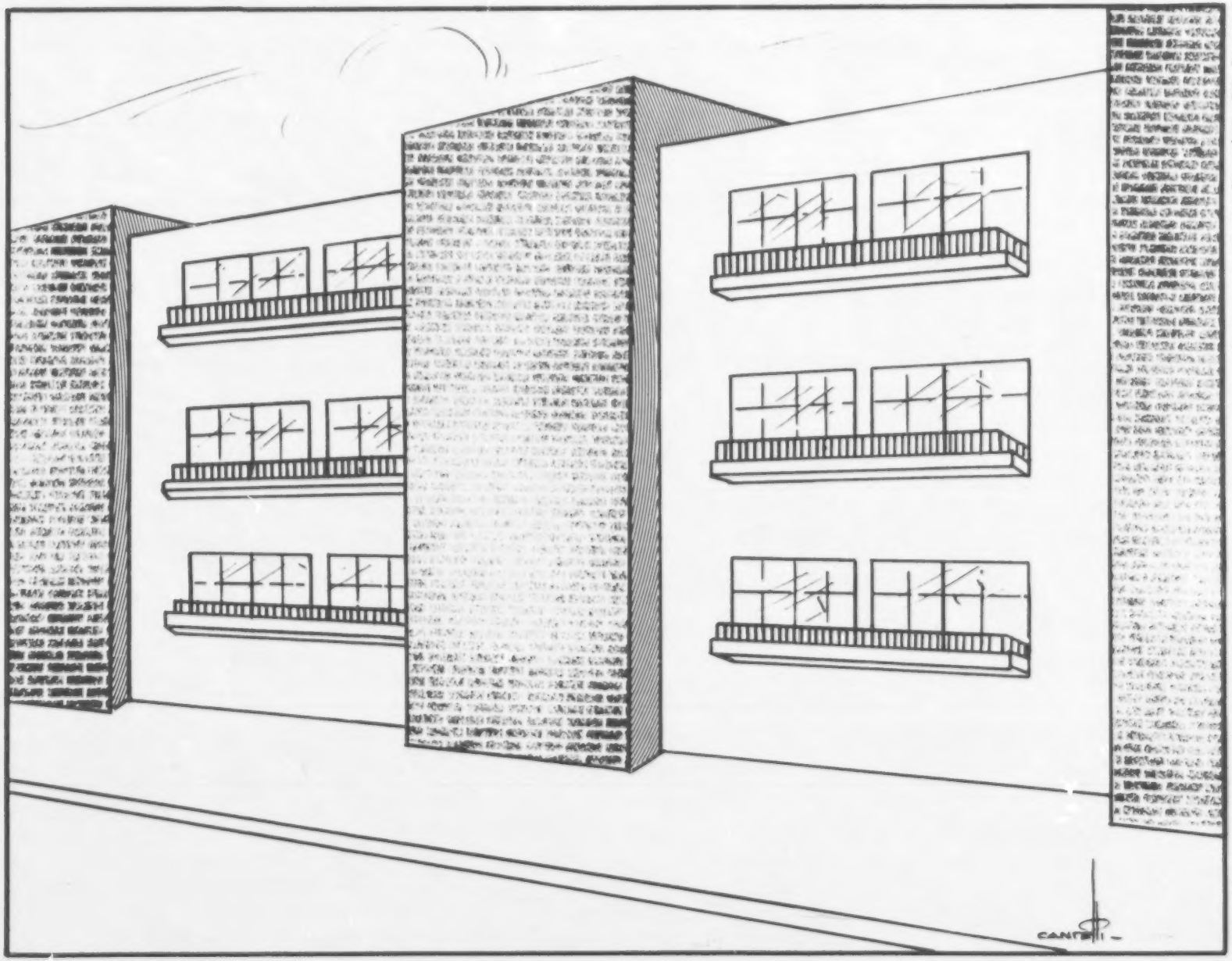

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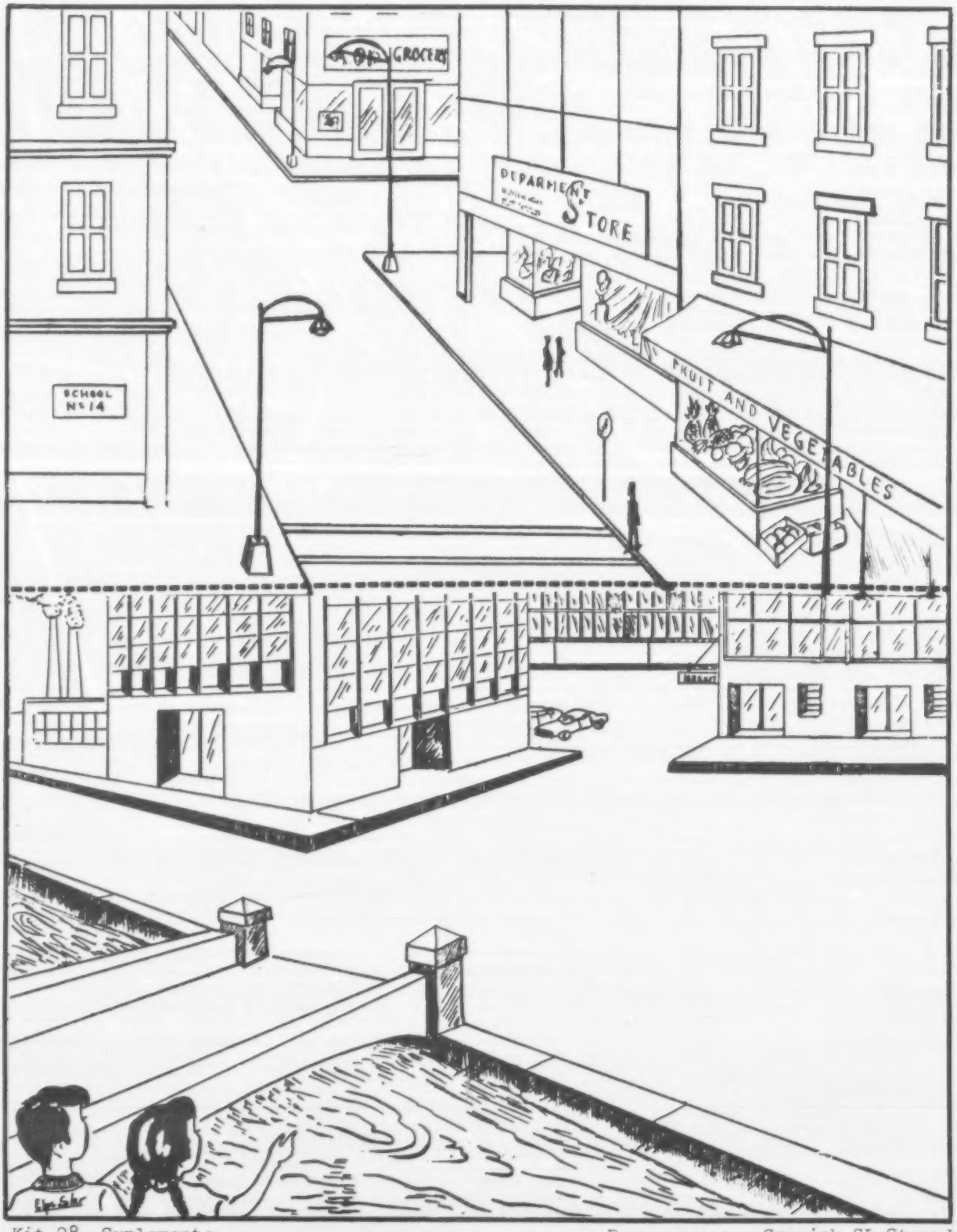
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SCHOOL No. 14
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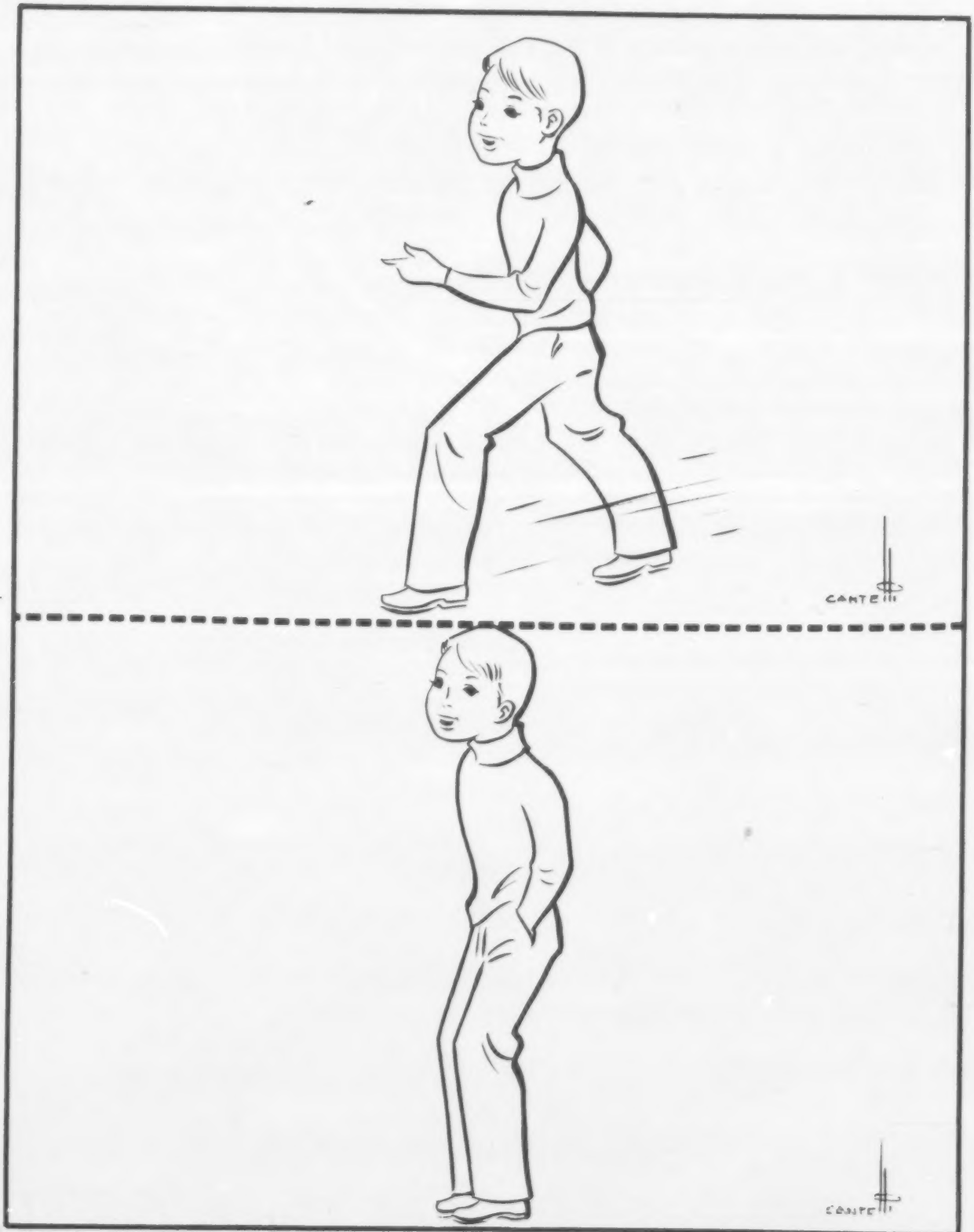

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TRASH

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Para usar con Spanish SL Strand

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¡Tito!
¡Vamos a jugar!

¡Le toca a Tito!

¿Qué te pasa, Tito?

Le toca a Tito.

Para usar con Spanish SL Strand

Kit 28, Suplemento

Unit 7 Kits 25-28

Spanish SL Strand

Ditto Packet

Dissemination and Assessment
Center for Bilingual Education
6504 Tracor Lane Austin, Texas

Spanish Curricula Development Center
Miami, Florida

PREFACIO

El Centro para el Desarrollo de Cursos de Estudios en Español, se ha establecido bajo los auspicios del Bilingual Education Programs Branch, U.S.O.E., con el propósito de crear kits multidisciplinarios para respaldar los programas de educación bilingüe en los Estados Unidos.

Los materiales que aquí se incluyen integran uno de los cuarenta kits de instrucción básica para el nivel primario. Cada kit está diseñado para un período de instrucción de dos a tres semanas y contiene guías para el maestro y materiales suplementarios para las cinco ramas de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias/Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Conjunto de dittos revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

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PREFACE

The Spanish Curricula Development Center has been established by the Bilingual Education Programs Branch, U.S.O.E., to create multidisciplinary kits to help support bilingual education programs in the United States.

The materials here included are components of one of forty basic instructional kits for the primary level. Each kit is designed for a period of instruction of two to three weeks and includes teacher's guides and support materials for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions.

It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Marta Cil
Quality Control, SCDC

Elsa Sánchez de la Vega
Production Editor, DACBE

Eneida Hartner
Curriculum Coordinator, SCDC

Ernest Pérez
Director, DACBE

Ralph F. Robinett
Project Manager, SCDC

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Rose L. Nash, Irma Laucirica, Elpa Soler y el señor Paulino Fernández.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

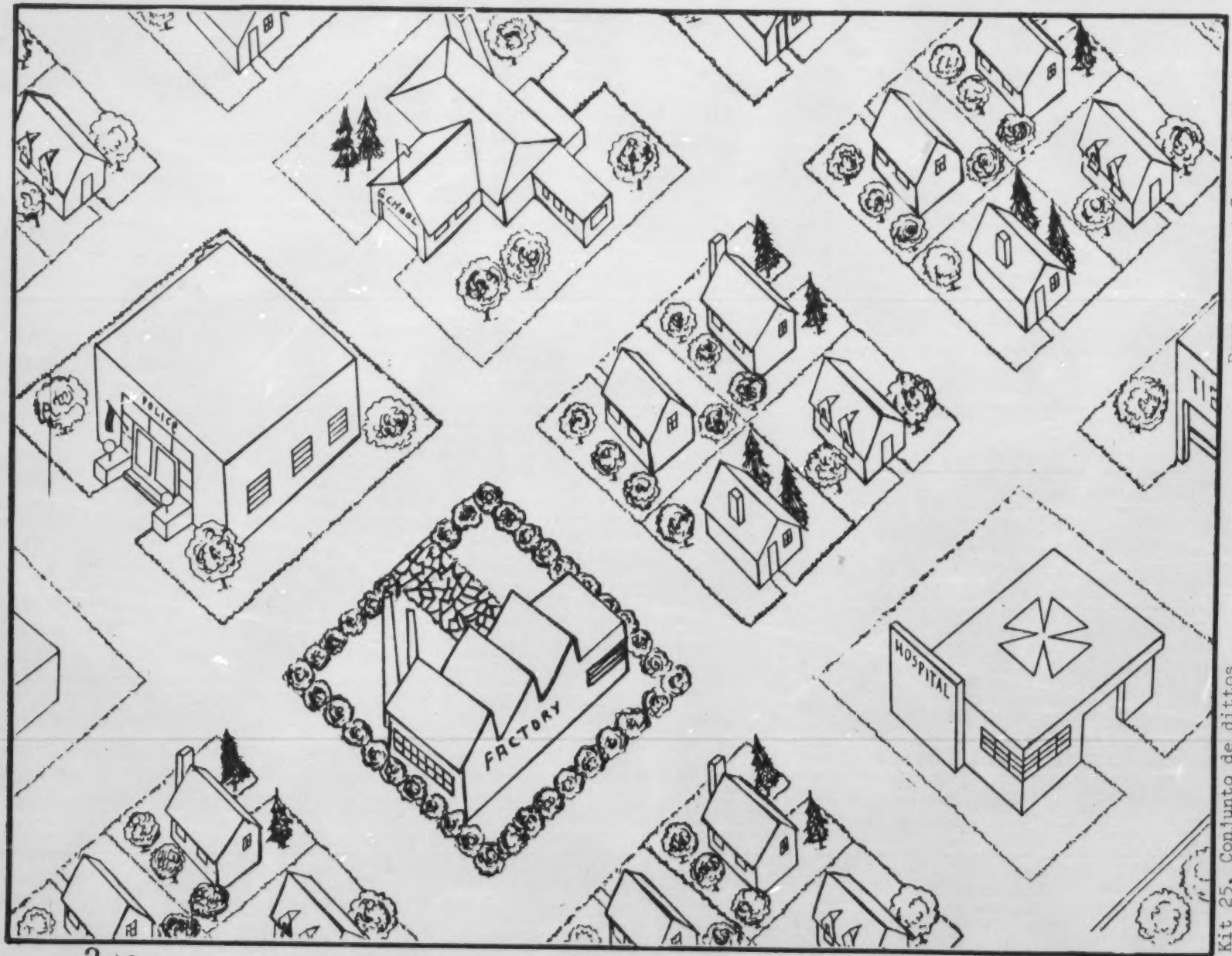
In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Irma Laucírica, Elpa Soler and Paulino Fernández.

Carmen Otero
Chairman, Kit Manufacture

KIT 25

(Pages 1 - 13)



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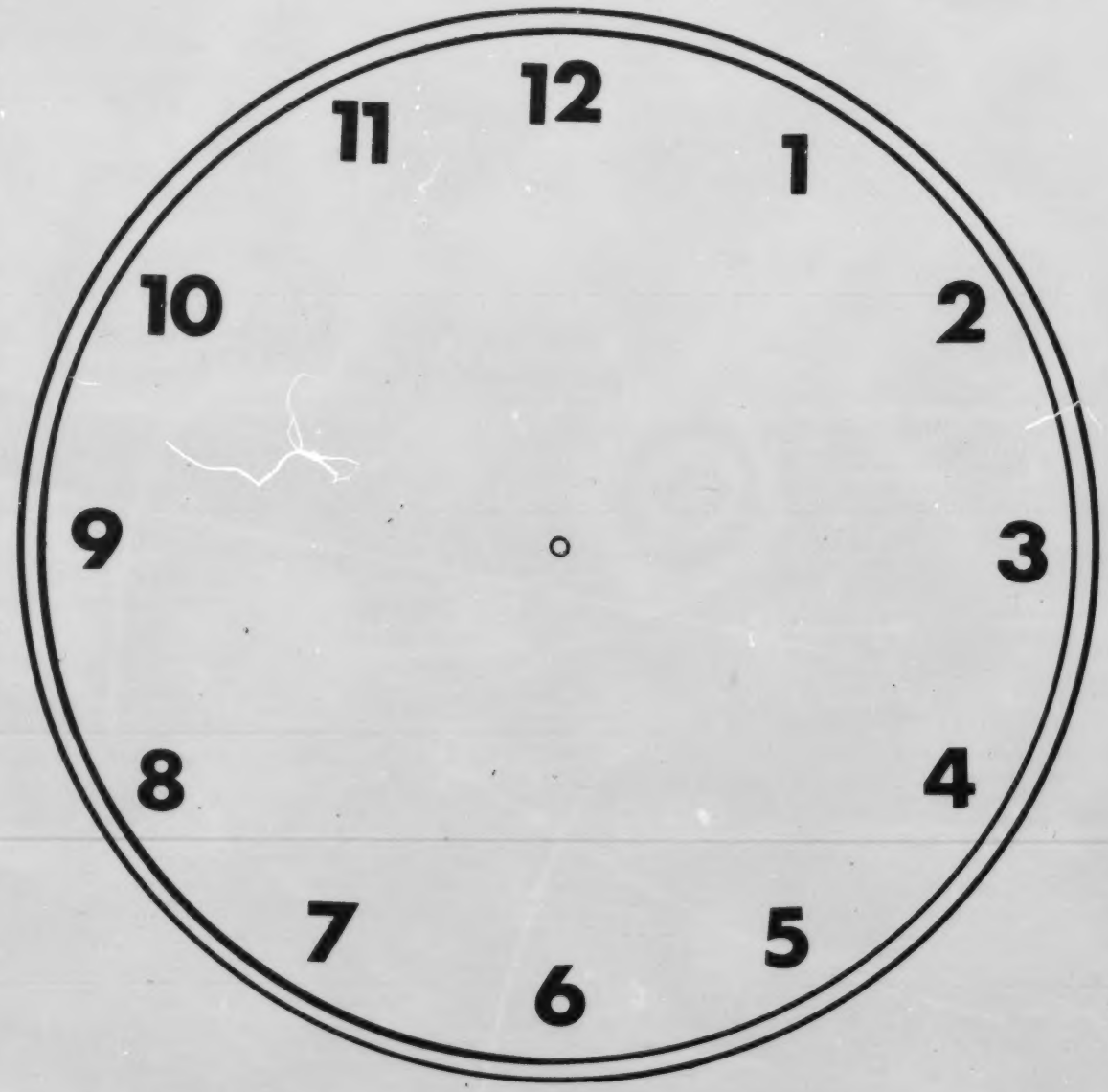
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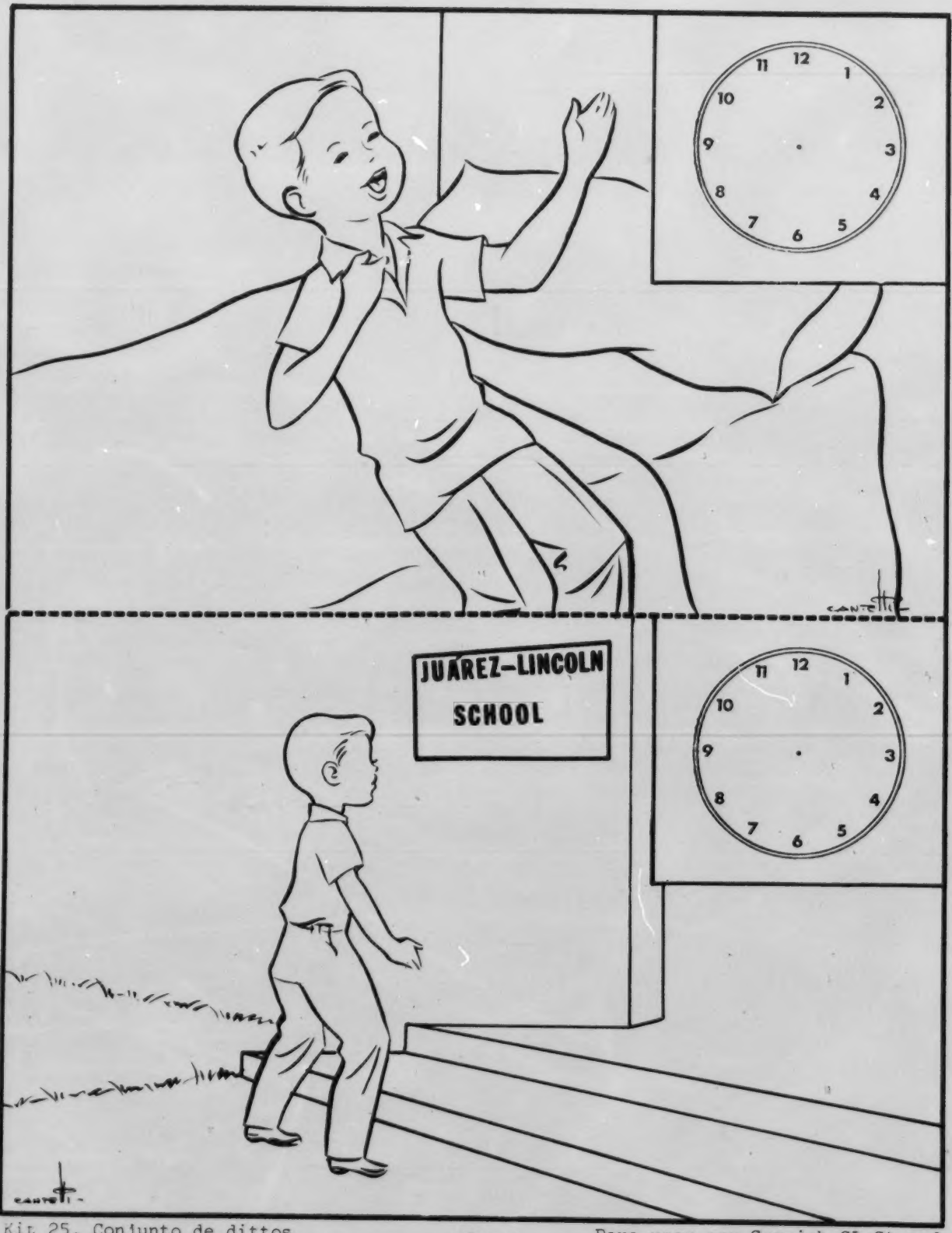
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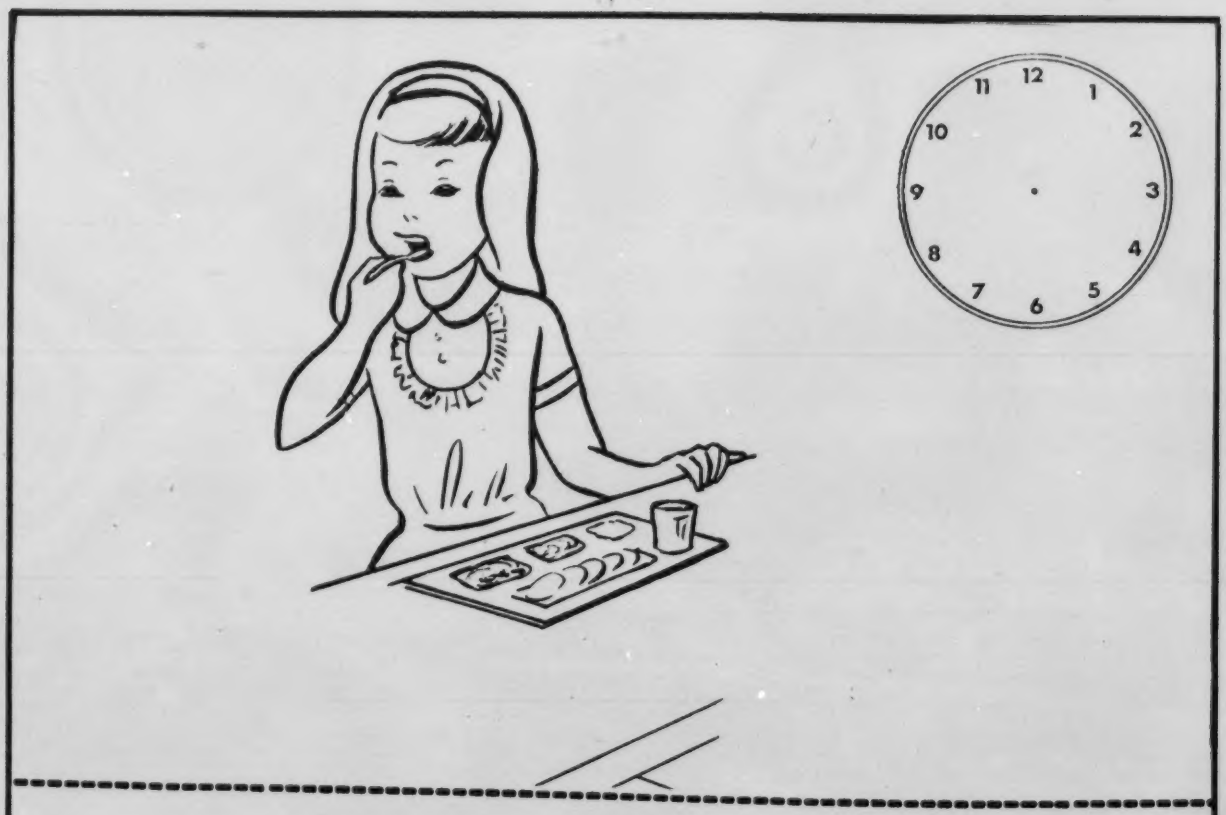
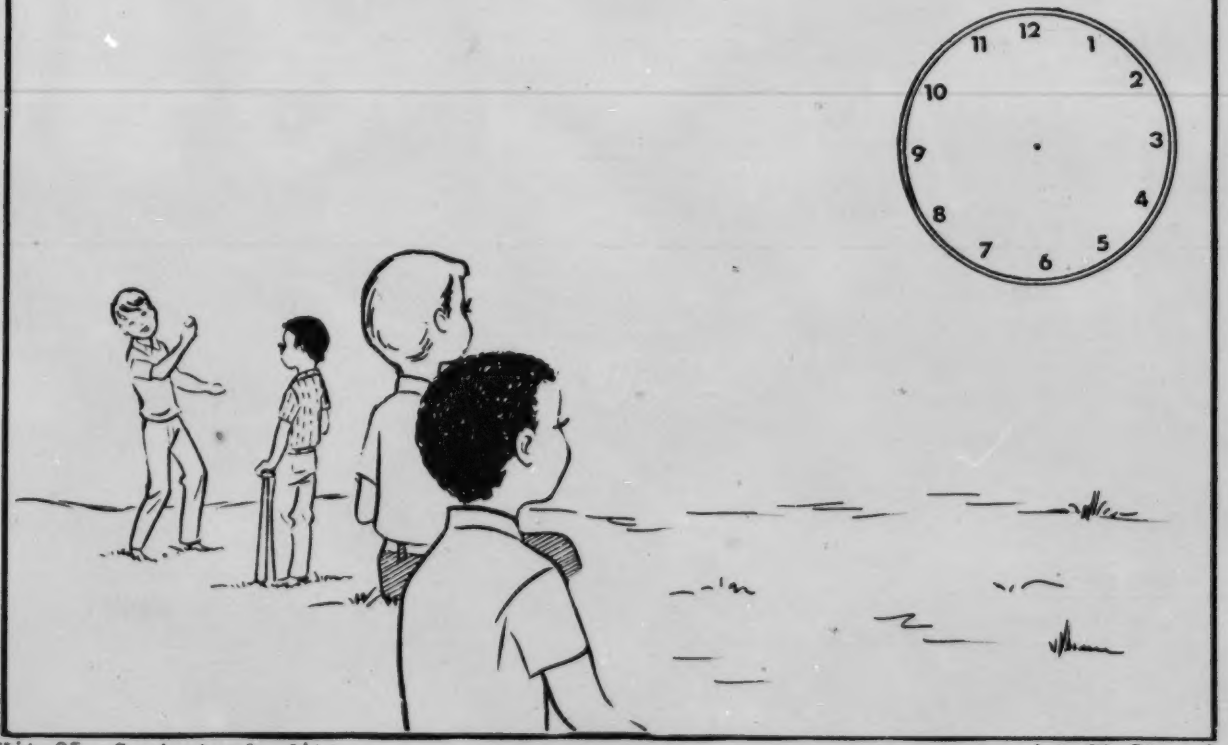
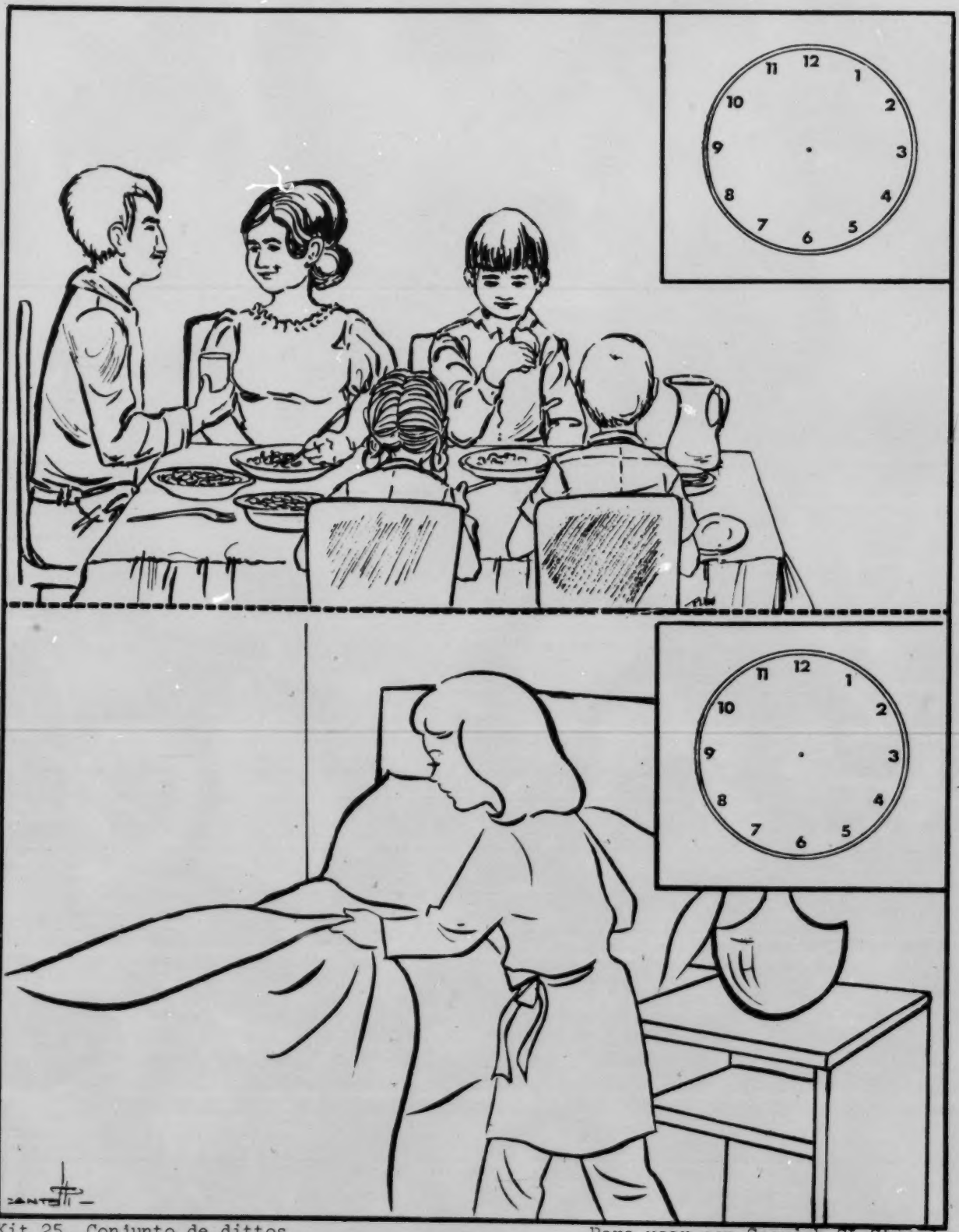
SCHOOL



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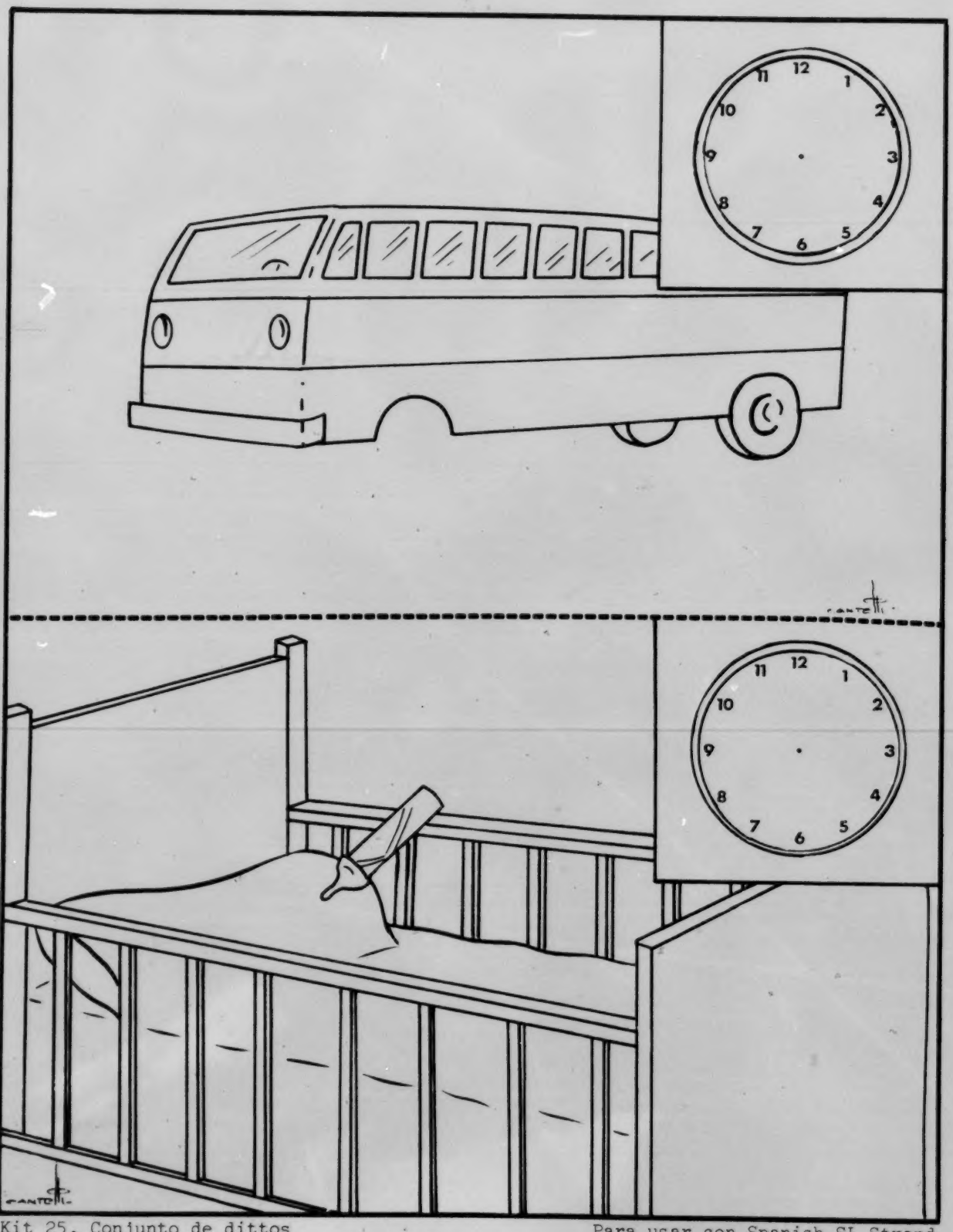

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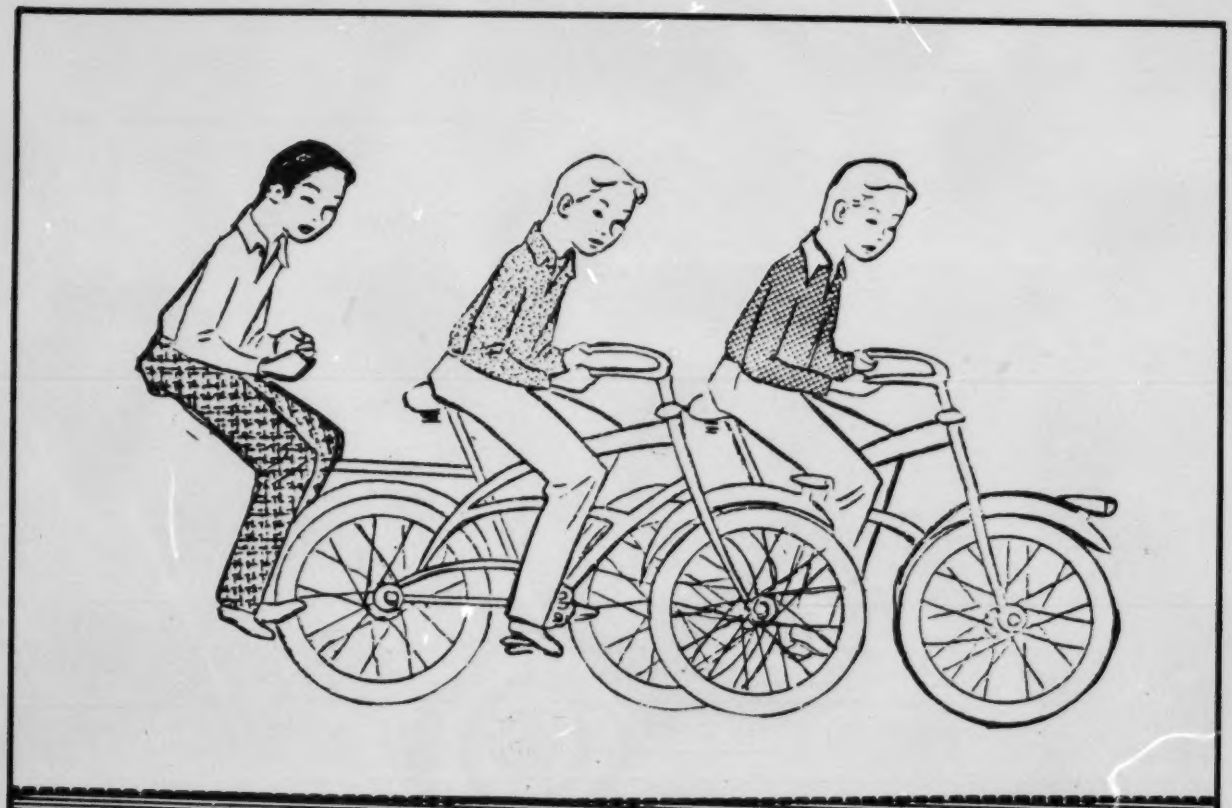

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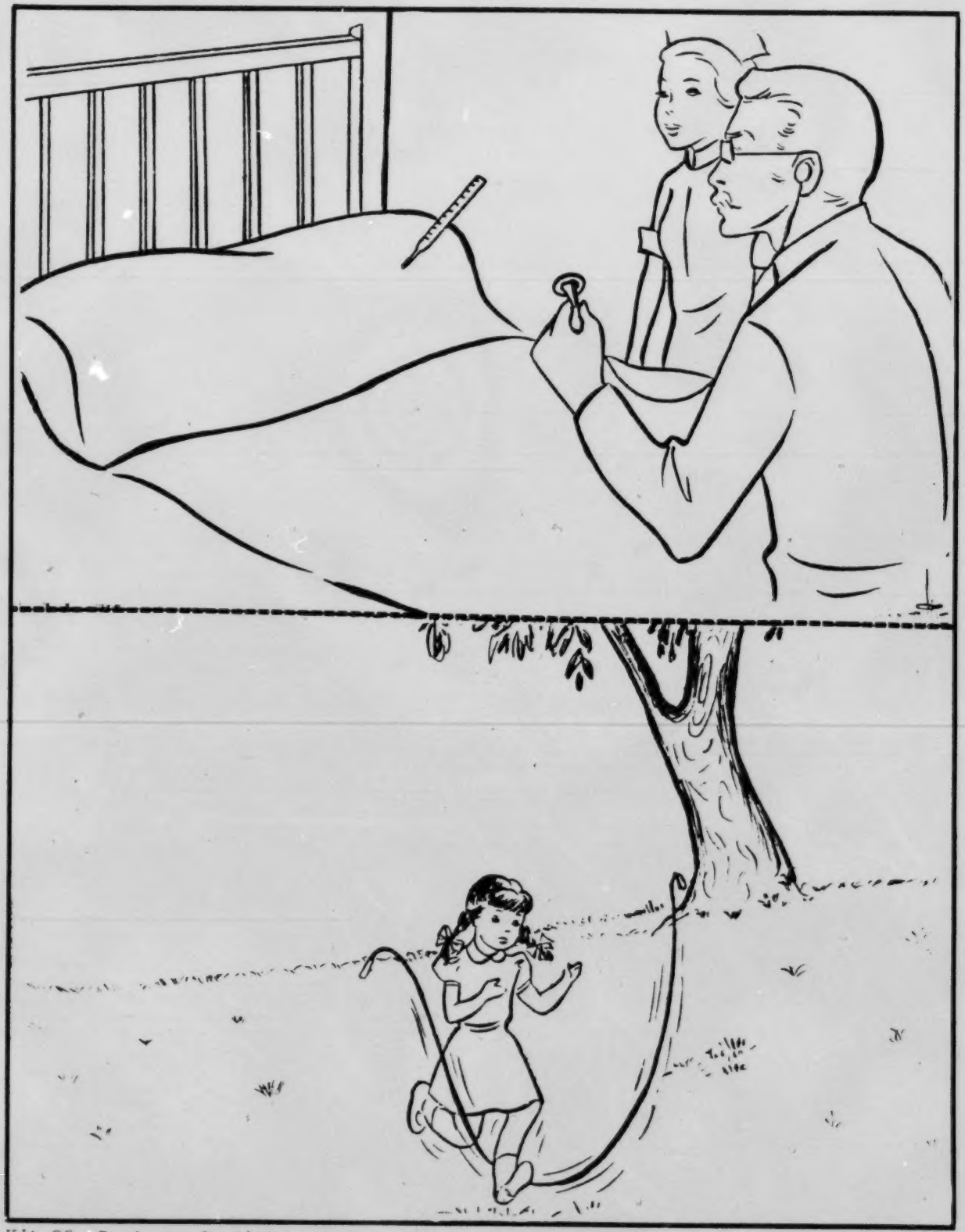
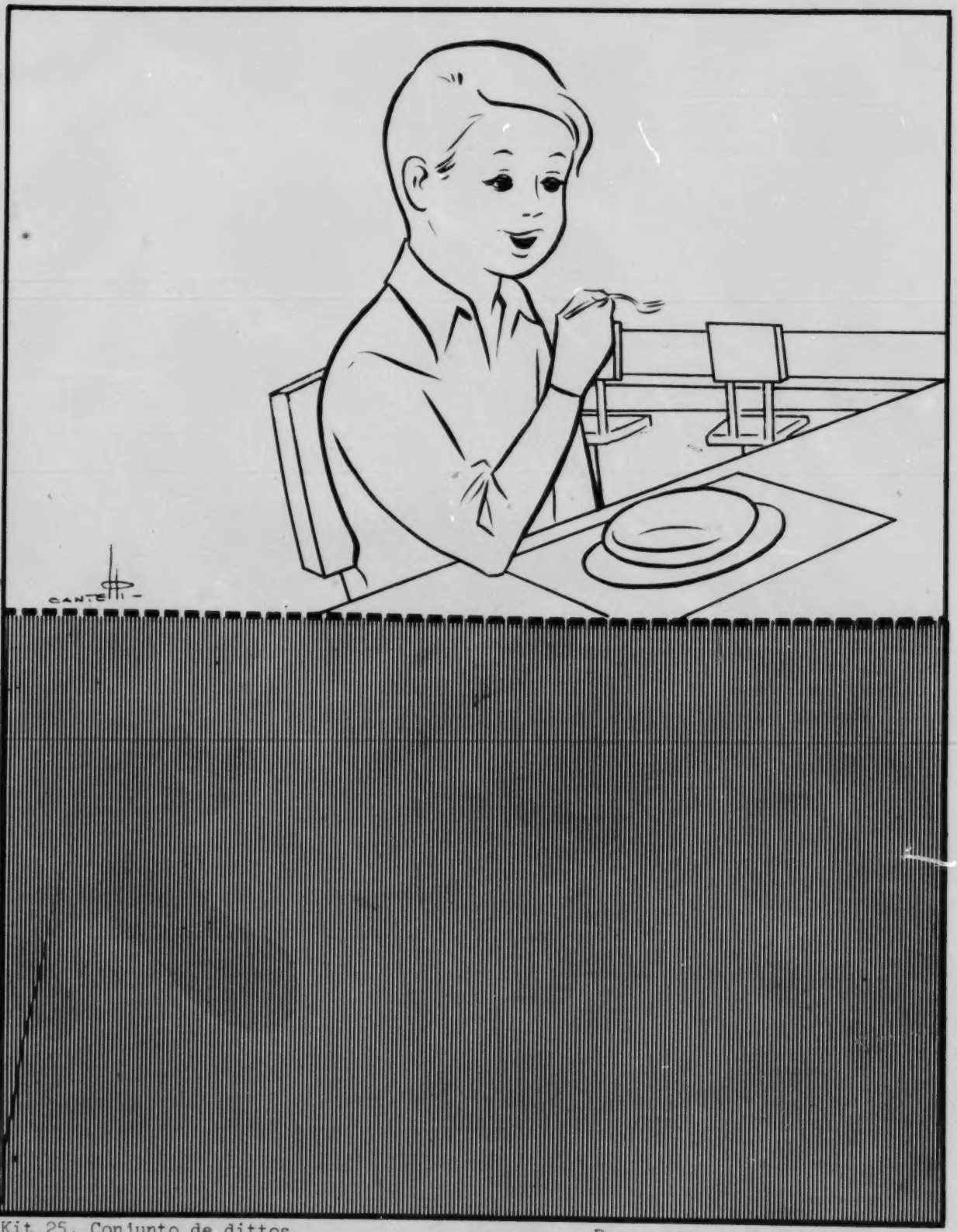



CANTELLI

Nombre: _____ Fecha _____

1. Está leyendo.

2. Estaba escribiendo.

3. Está recortando.

Para usar con Spanish SL Strand

Kit 25, Conjunto de dittos

Nombre _____ Fecha _____

4. Estaba en el parque.

5. Está dibujando.

6. Estaba comiendo.

Para usar con Spanish SL Strand

Kit 25, Conjunto de dittos

Nombre _____ Fecha _____

	Sí	No
1. Salieron a comer el lunes.	☐	☐
2. La mamá se queda a cuidar a los niños enfermos.	☐	☐
3. El perro entra con ellos al restaurante.	☐	☐
4. Chabela le da comida al perro.	☐	☐
5. El perro está debajo de la mesa.	☐	☐
6. El perro está contento.	☐	☐

Para usar con Spanish SL Strand

Kit 25, Conjunto de dittos

KIT 26

(Pages 14 - 25)

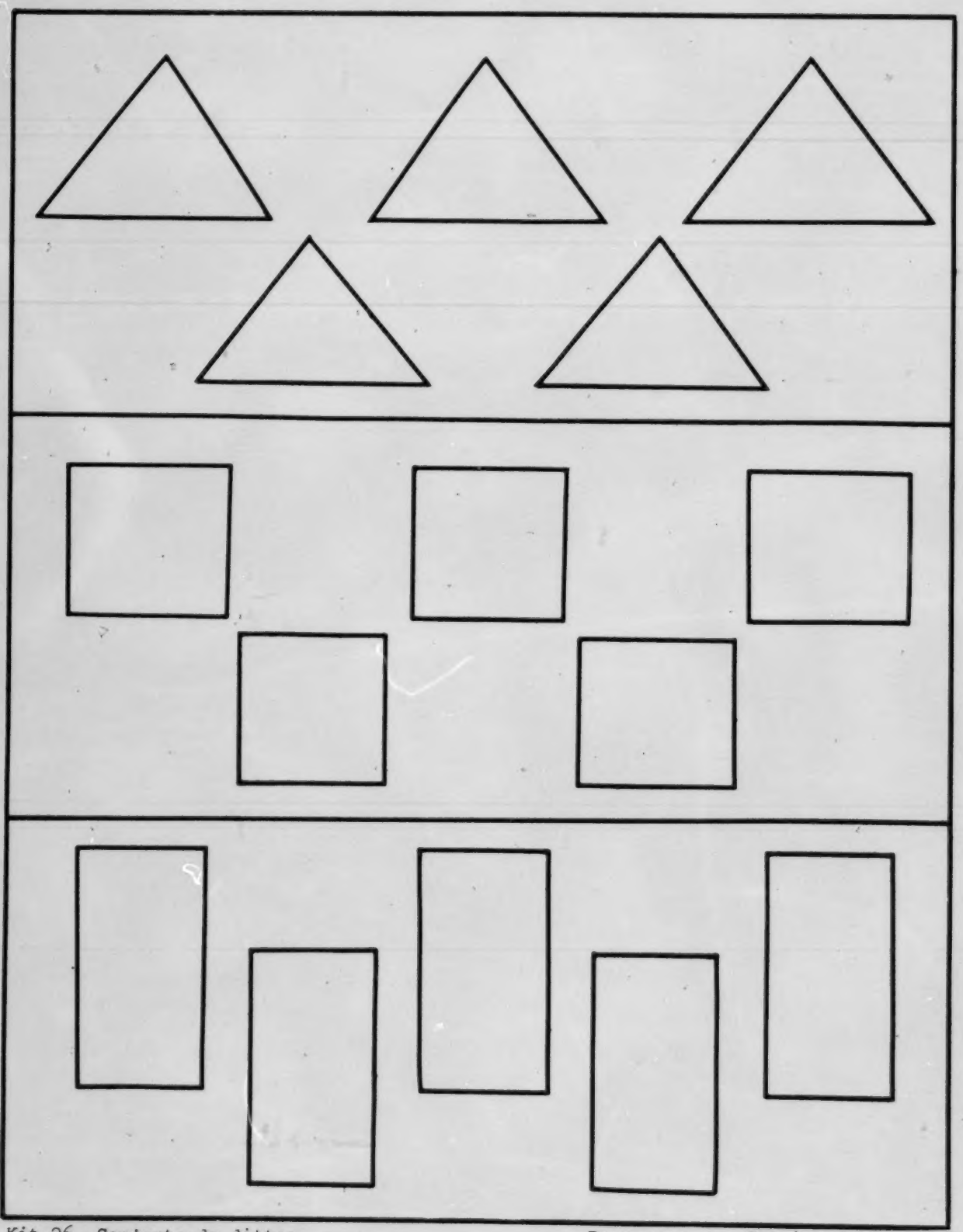
Kit 26, Conjunto de dittos

Para usar con Spanish SL Strand

16

1	2
3	4
5	

17



1

nueve
Tito
Silvia

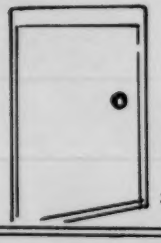
9

nueve
Ana
Tito

Silvia
Tito
Ana

Silvia
sala
cama

sala
Silvia
nueve



cama
nueve
puerta

2

1. La puerta se A B C D.
2. Silvia se A B C D.
3. Se A B C D mucho.
4. Tito A B C D algo.

A. esconde
B. tira
C. abre
D. ríe

3

Él corre.

Silvia se esconde.

Para usar con Spanish SL Strand

Kit 26, Conjunto de dittos

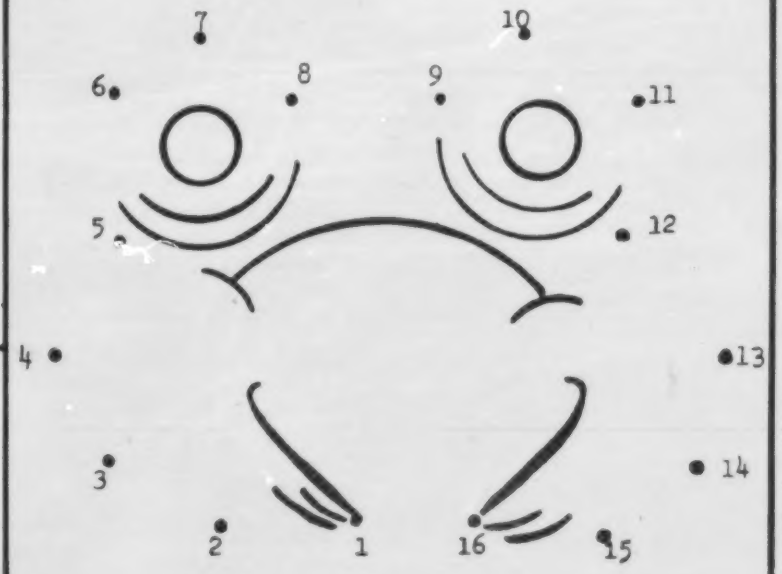
1. Tito busca en la cama.

2. Algo salta en la cama.

3. Silvia ya puede dormir.

No sé digo.

Ya son más de las nueve. una.



Tito piensa en la sala.
Silvia el sapo.

Para usar con Spanish SL Strand

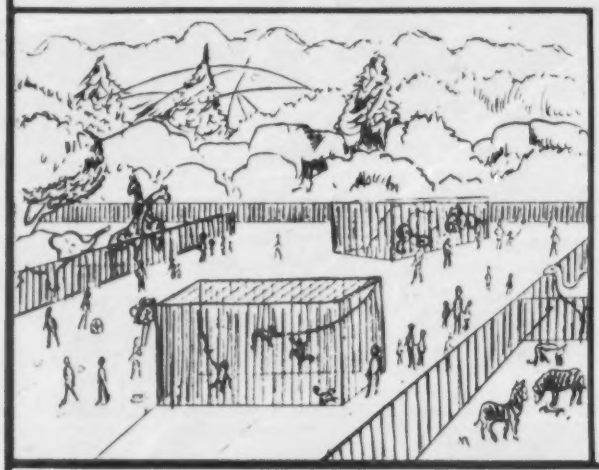
Kit 26, Conjunto de dittos

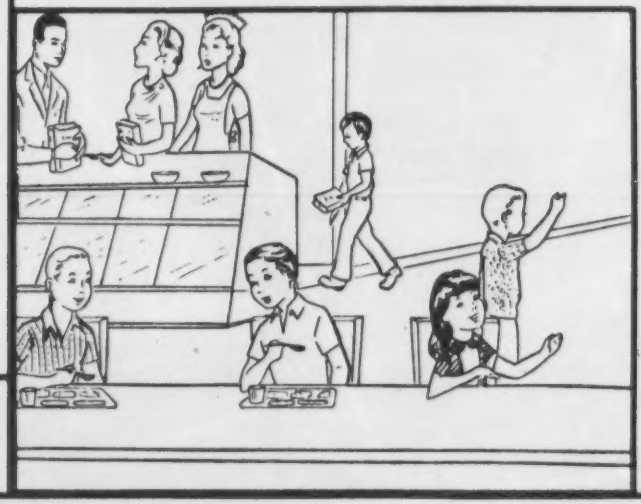
229

230

Nombre: _____

Fecha: _____





Para usar con Spanish SL Strand

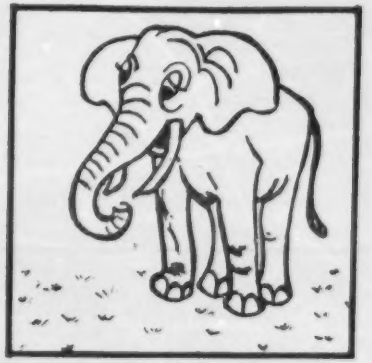
Kit 26, Conjunto de dittos

231...S

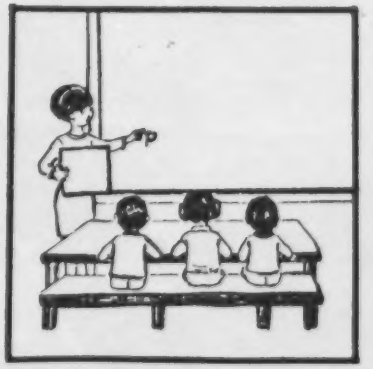
232

Nombre: _____ Fecha: _____

El zoológico



El hospital



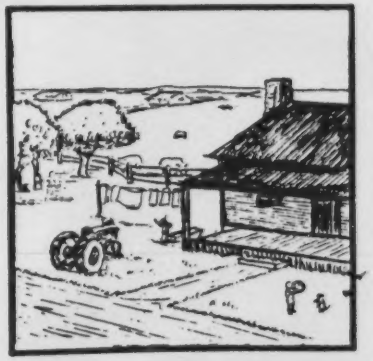
El aeropuerto

Para usar con Spanish SL Strand

Kit 26, Conjunto de dittos

Nombre: _____ Fecha: _____

El granero



El tren

El restaurante

Para usar con Spanish SL Strand

Kit 26, Conjunto de dittos

Nombre: _____

207

Fecha: _____

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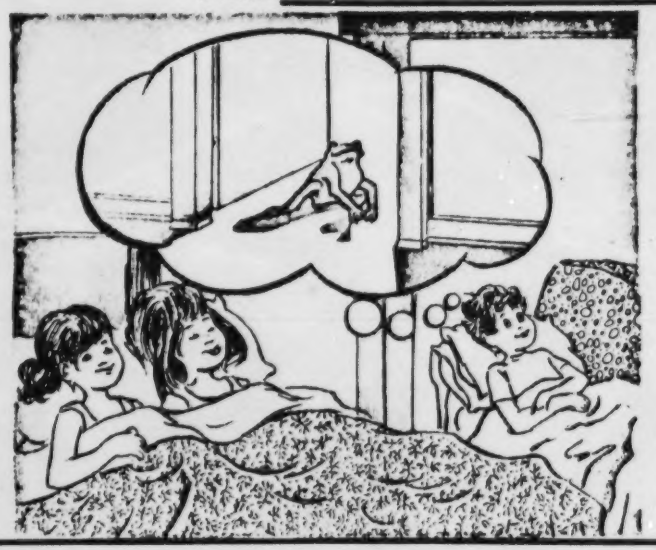
Para usar con Spanish SL Strand

Kit 26, Conjunto de dittos

Nombre: _____

Fecha: _____



_____ no puede dormir.

Silvia saca a _____ de la cama.

_____ tira algo en la cama.

Algo salta en la _____.

Tito esconde el _____.

Silvia ya puede _____.

Para usar con Spanish SL Strand

Kit 26, Conjunto de dittos

KIT 27

(Pages 26 - 38)

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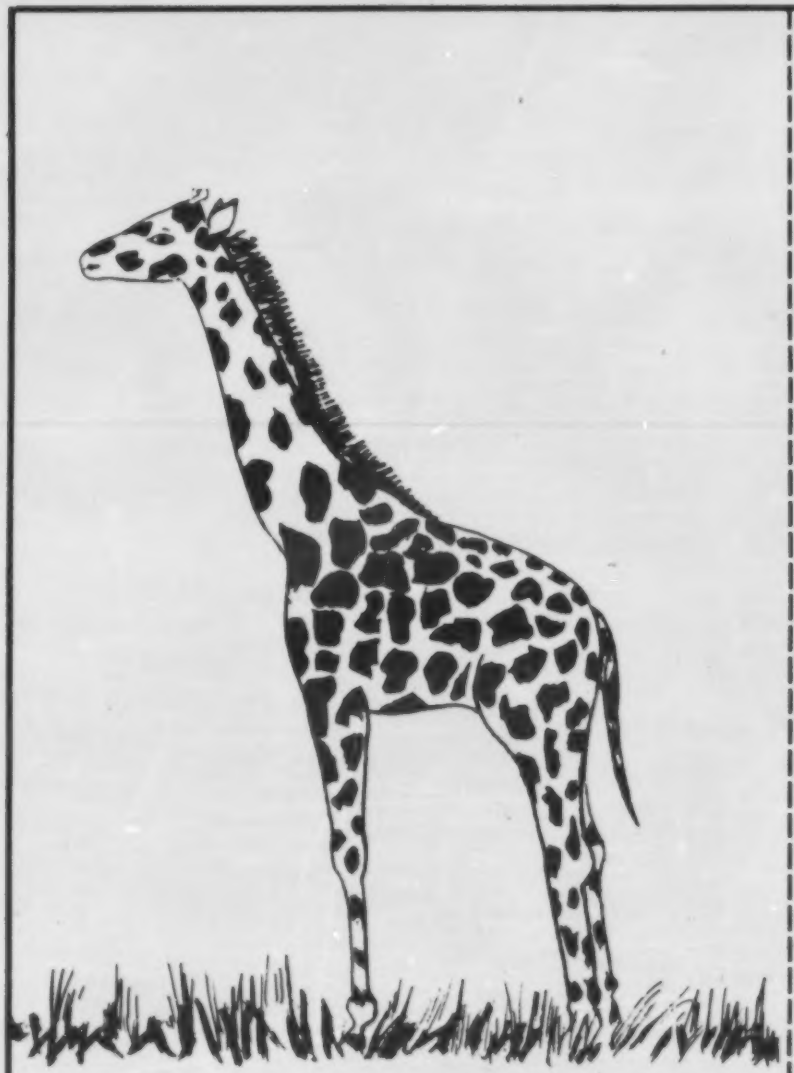

212

213

Kit 27, Conjunto de dittos
Para usar con Spanish SL Strand

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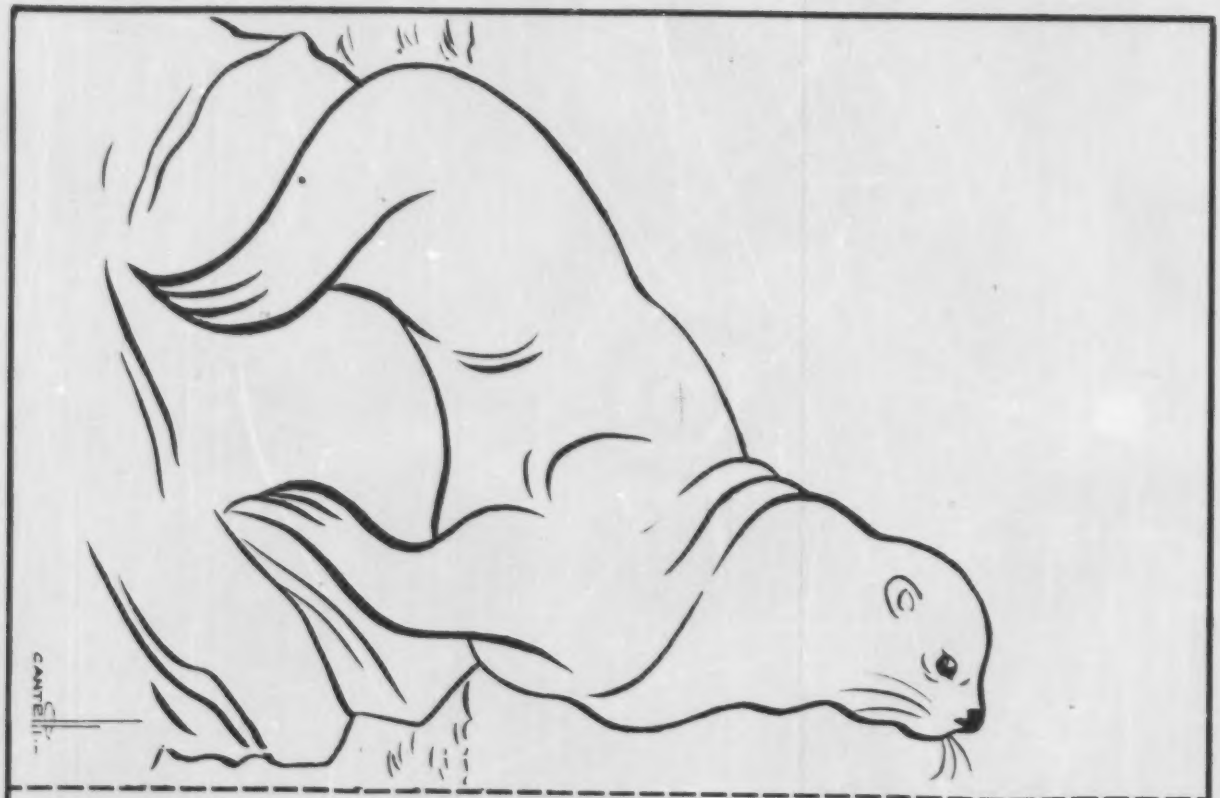
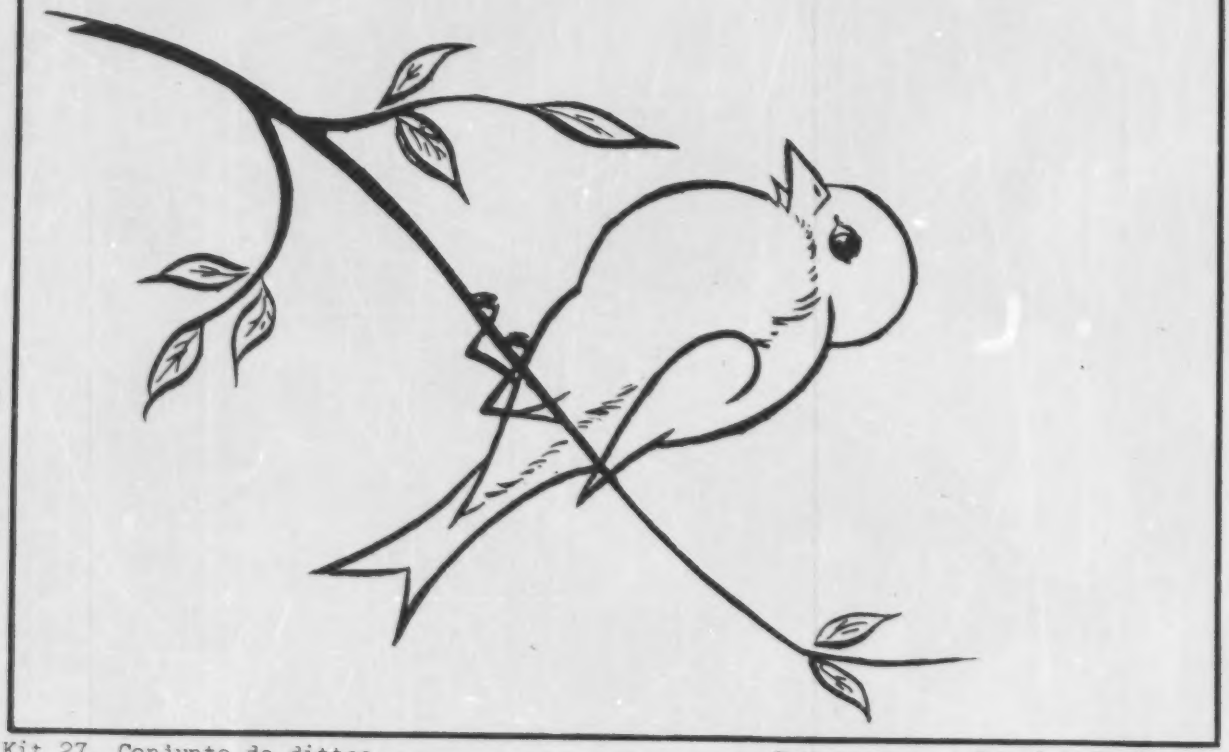


28

215



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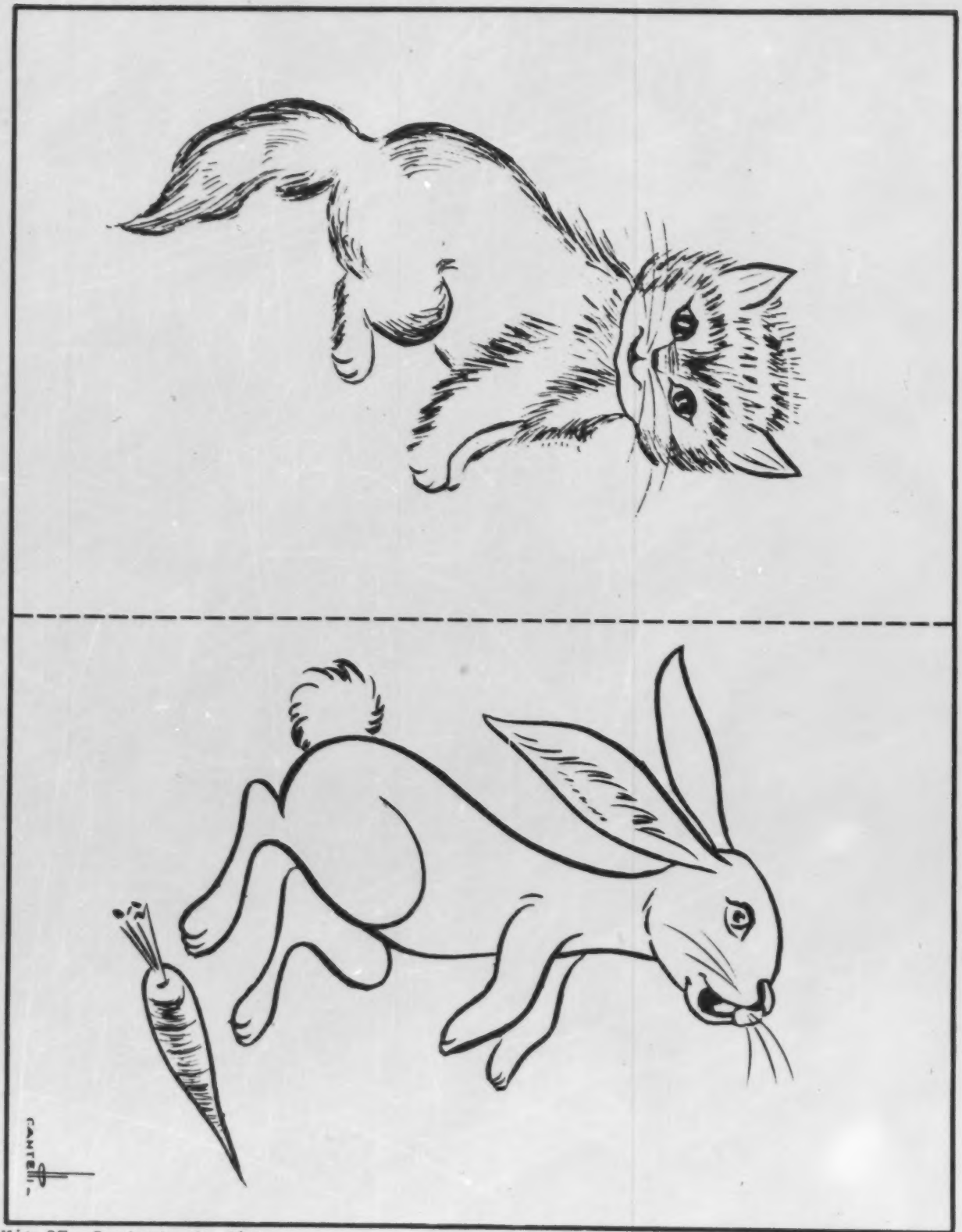
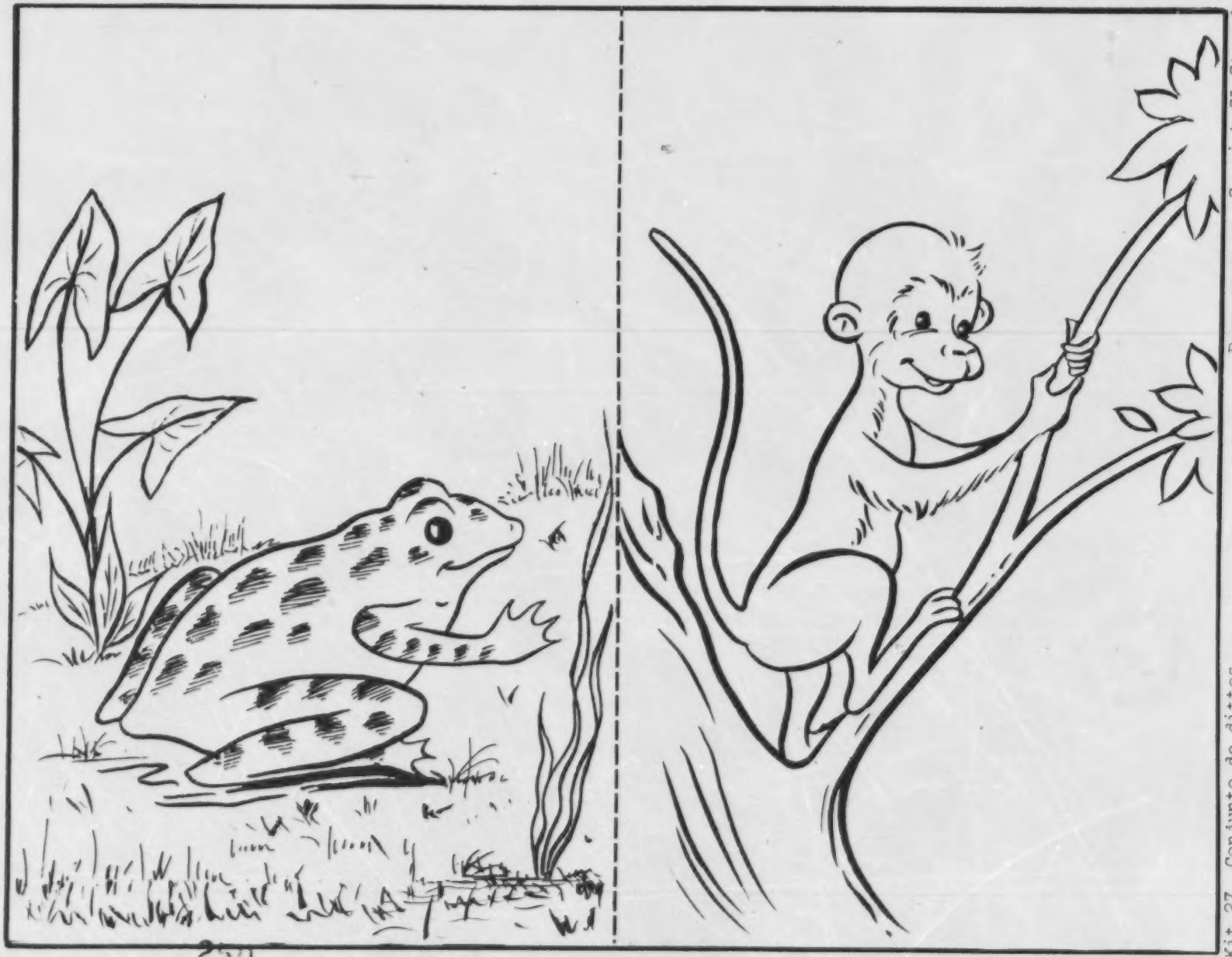
217

Kit 27, Conjunto de dittos

Para usar con Spanish SL Strand





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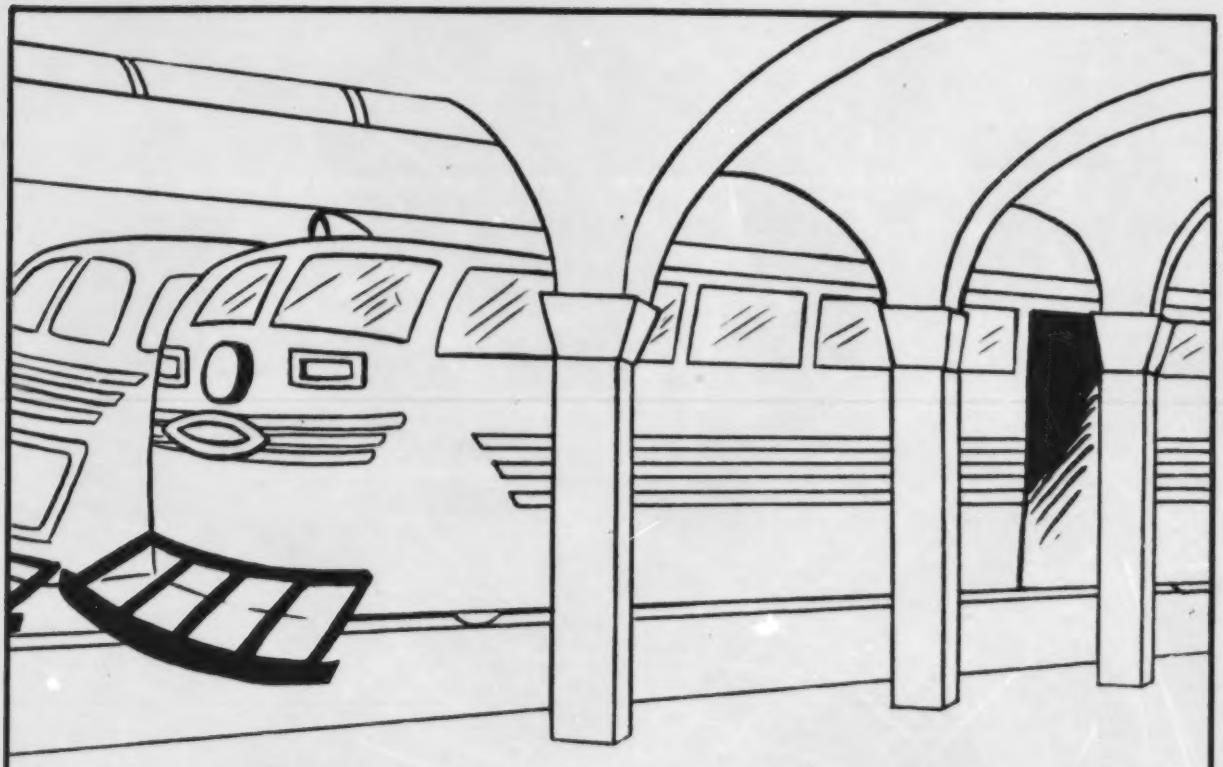
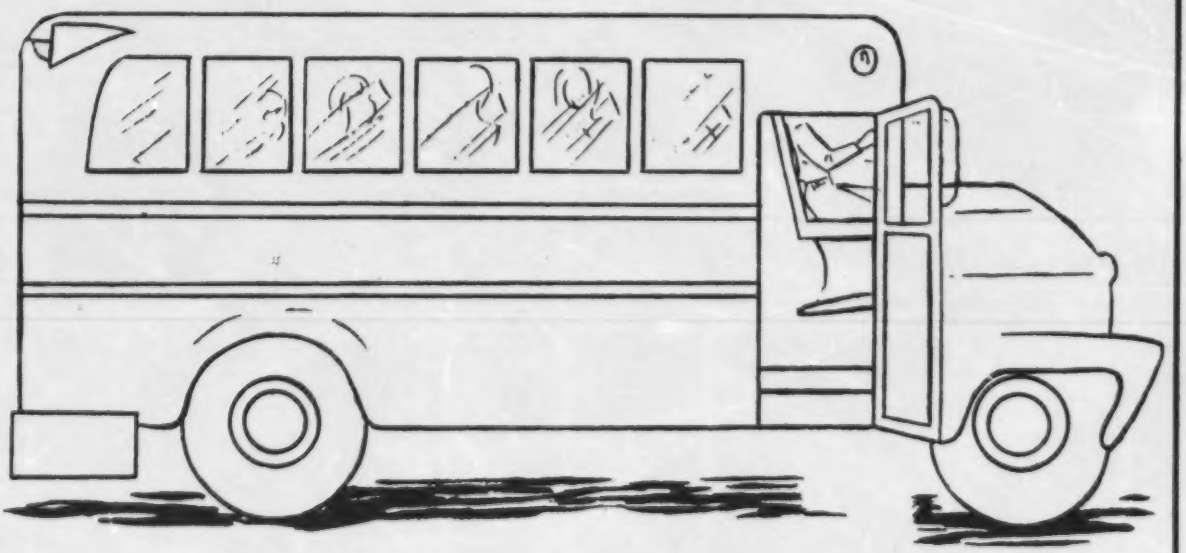
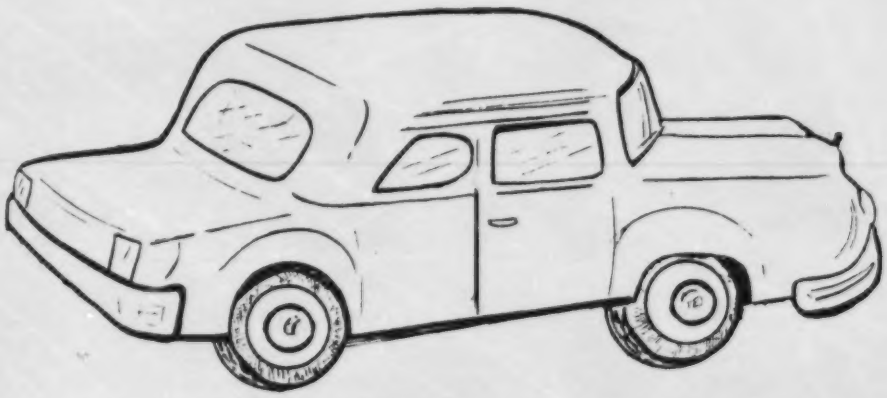
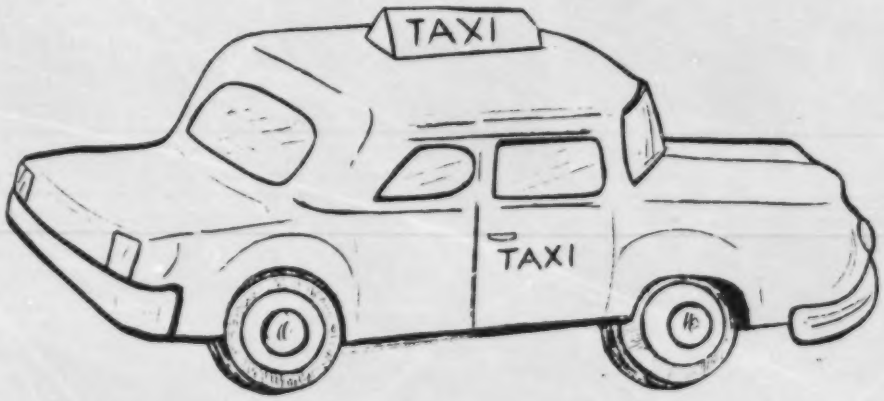
251









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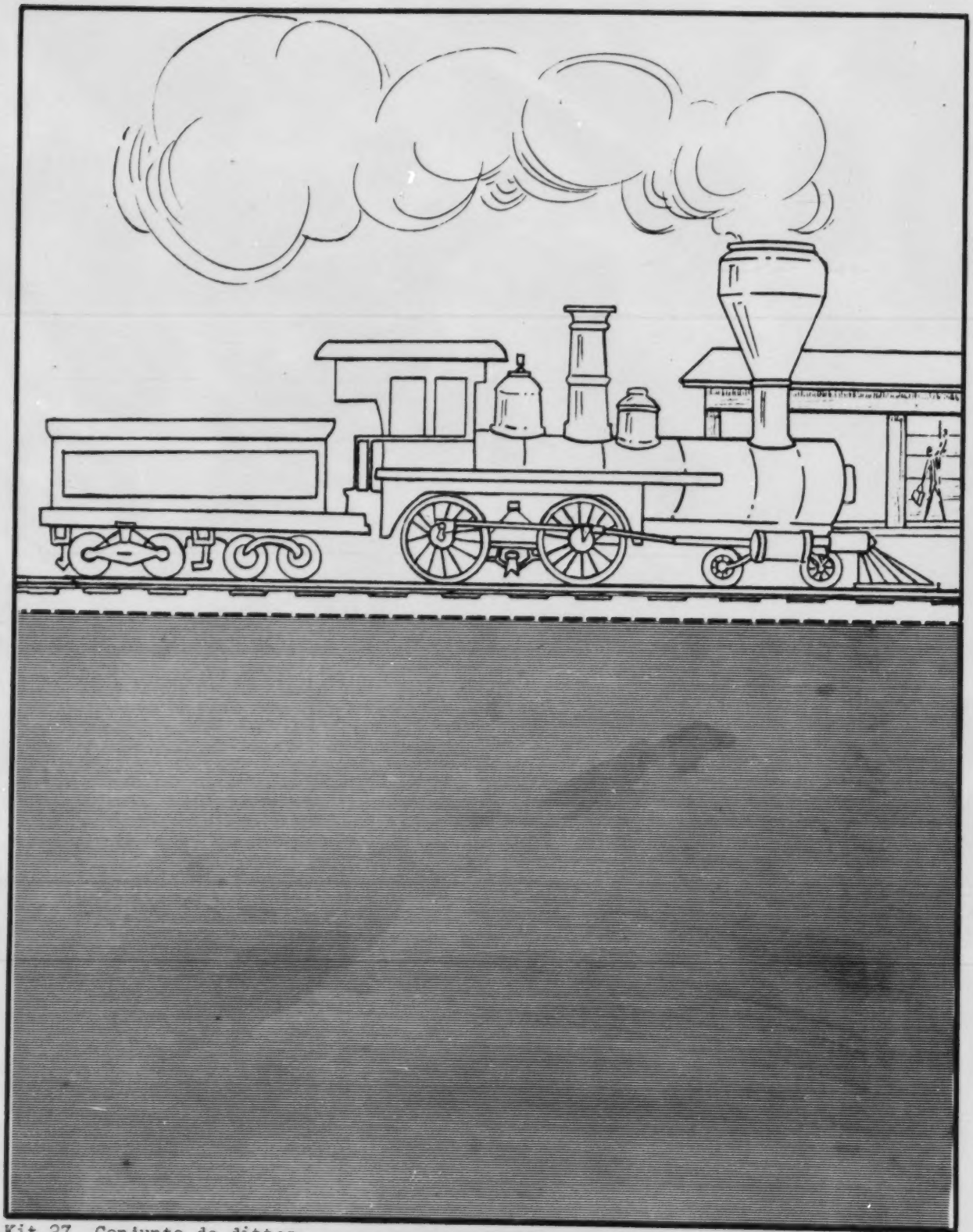
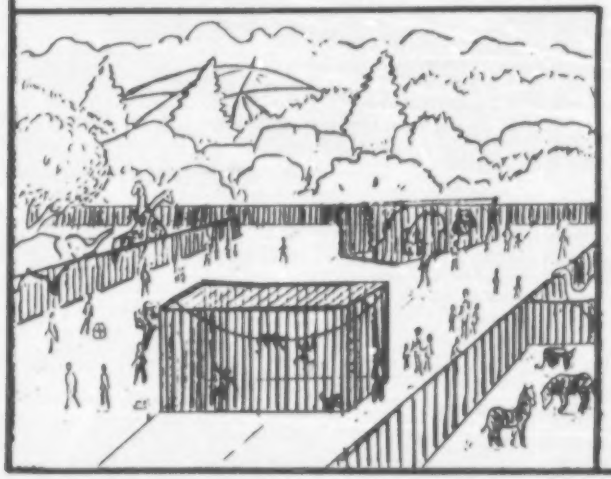
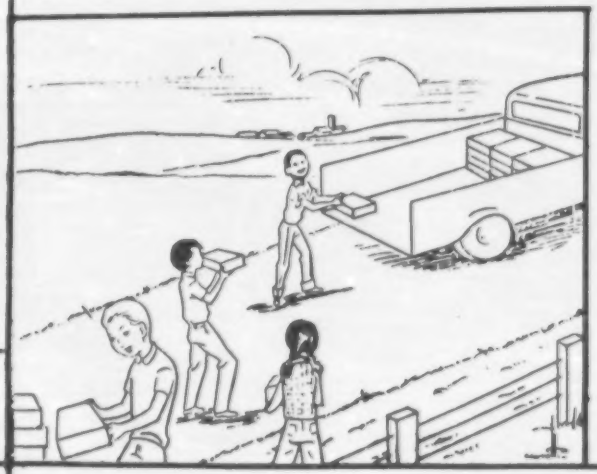


Nombre _____



Fecha _____

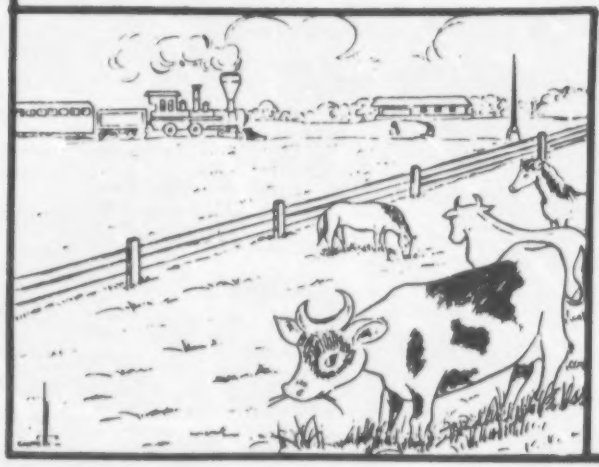


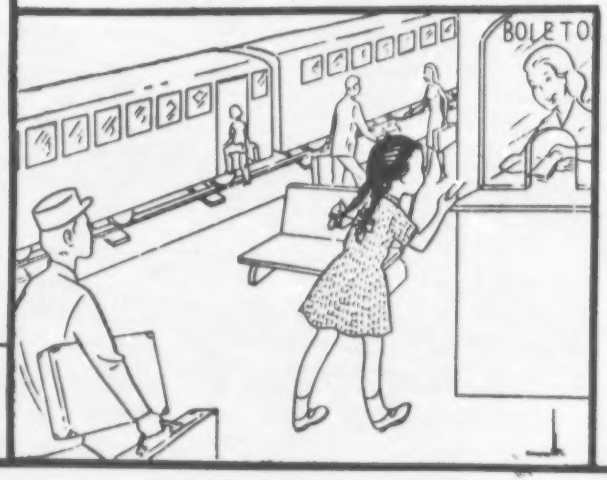
Para usar con Spanish SL Strand

Kit 27, Conjunto de dittos

Nombre _____

Fecha _____





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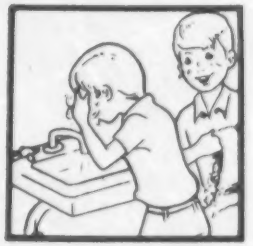
Kit 27, Conjunto de dittos

Para usar con Spanish SL Strand

Nombre _____ Fecha _____

ELLA SE LAVA.



ÉL SE PEINA.

ELLA SE DESAYUNA.

DESPIÉRTATE.

259

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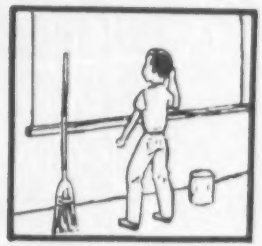
Kit 27, Conjunto de dittos

Nombre _____ Fecha _____

TENEMOS QUE LIMPIAR.



ESTÁN MIRANDO.

TAMBIÉN SALTA.

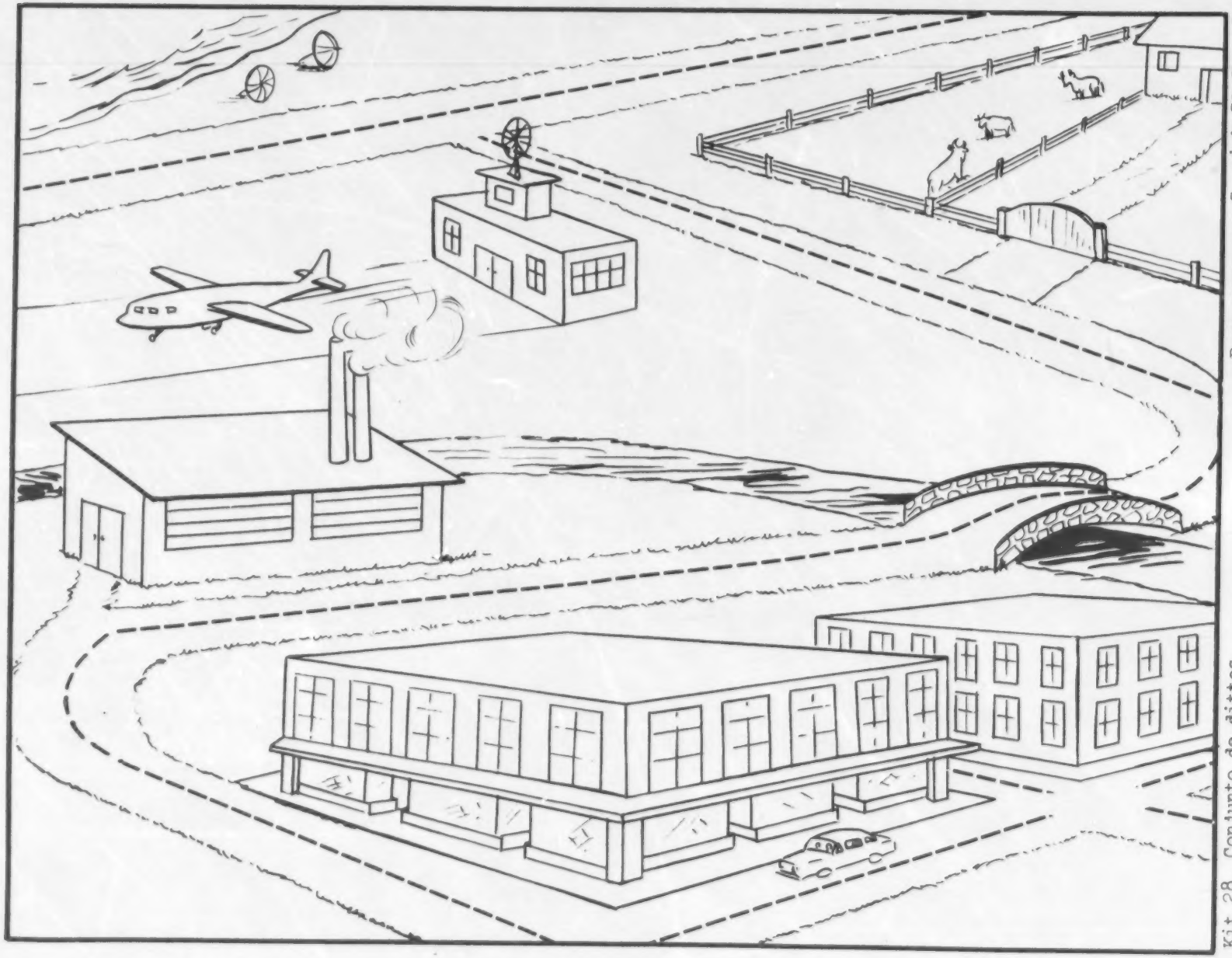
ES UNA PLAYA.

Para usar con Spanish SL Strand

Kit 27, Conjunto de dittos

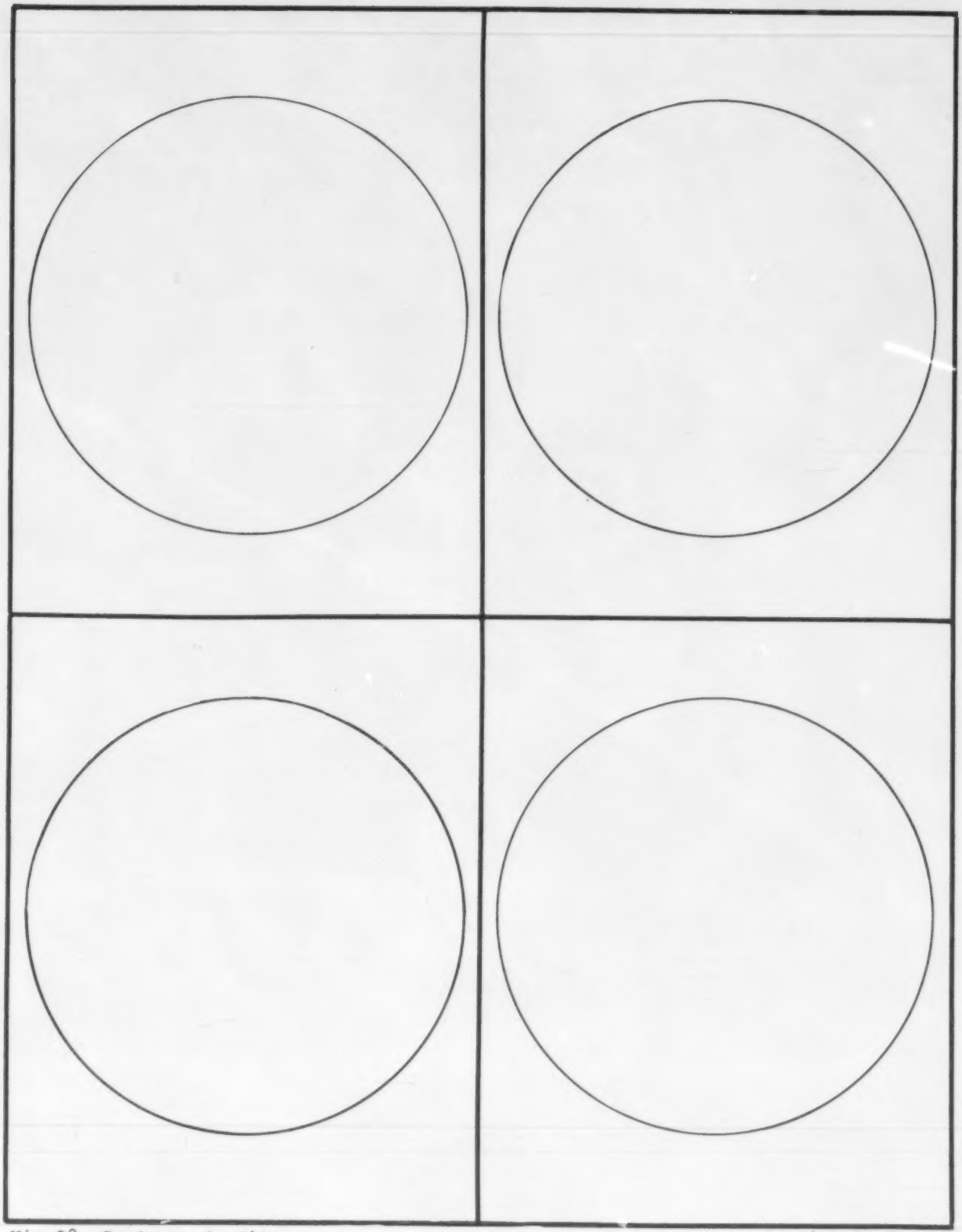
KIT 28

(Pages 39 - 51)



Para usar con Spanish SL Strand

Kit 28. Conjunto de dittos



1

Tito ve los caballitos.

Tito los quiere montar.

La mamá de Tito dice
que el viernes lo va a llevar.

2

¿ Cuándo
Cuenta puedo montar?

Quizás el viernes.
viene.

3

¿C

?

Q

Para usar con Spanish SL Strand

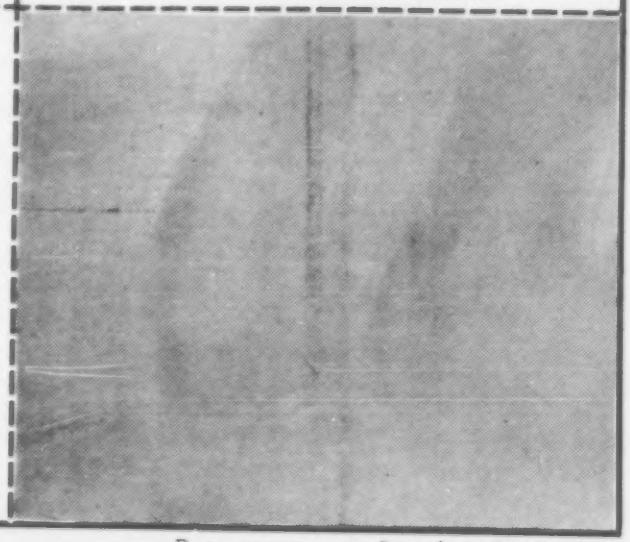
Kit 28, Conjunto de dittos

viene	los
caballitos	Cuándo
puedo	quizás

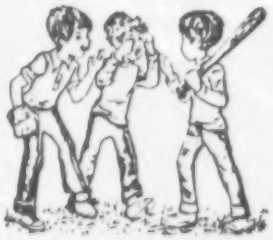
43

Kit 28, Conjunto de dittos

Para usar con Spanish SL Strand

viernes	ventana
bajan	suben
hora	

1



Tito sueña y sueña.

Un caballito quiere montar.

Cuando Tito abre los ojos

Sus amigos van a jugar.

2

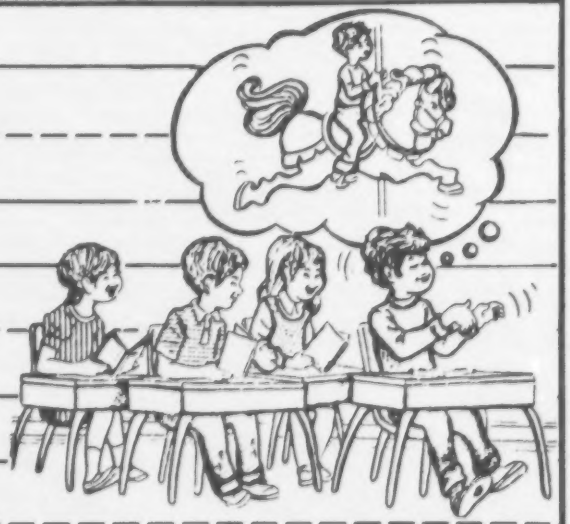
Tito se duerme / esconde y sueña.

Sueña que monta / montan.

3

T

S



Para usar con Spanish SL Strand

Kit 28, Conjunto de dittos

1

llama llaman	se ríen se ríe
mira miran	baja bajan

2

Ya viene.
es
Yo viernes.

Él monta / montan en los caballitos.

3

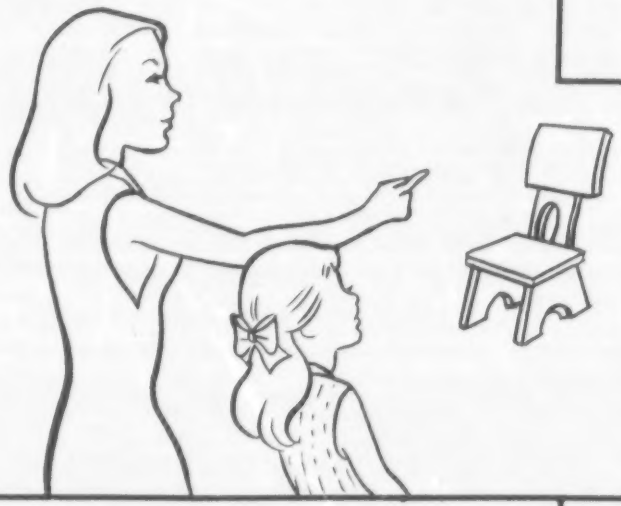
Y

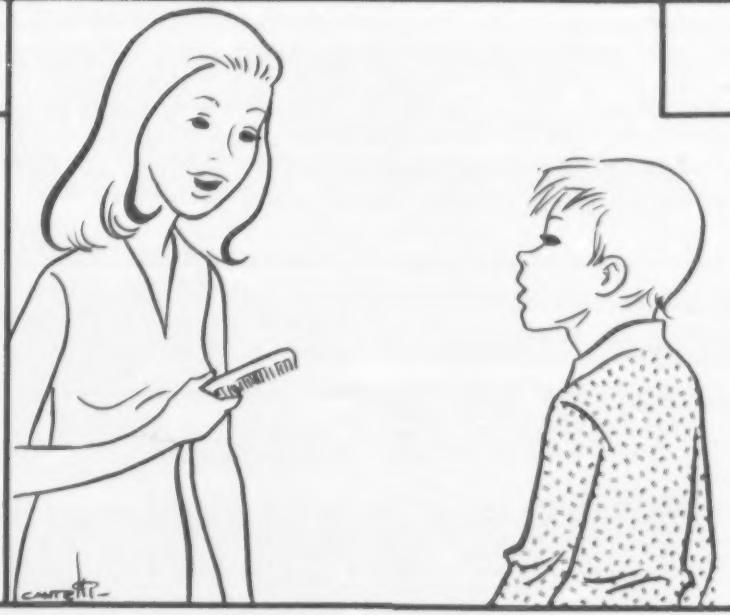
É

Para usar con Spanish SL Strand

Kit 28, Conjunto de dittos

Nombre _____ Fecha _____





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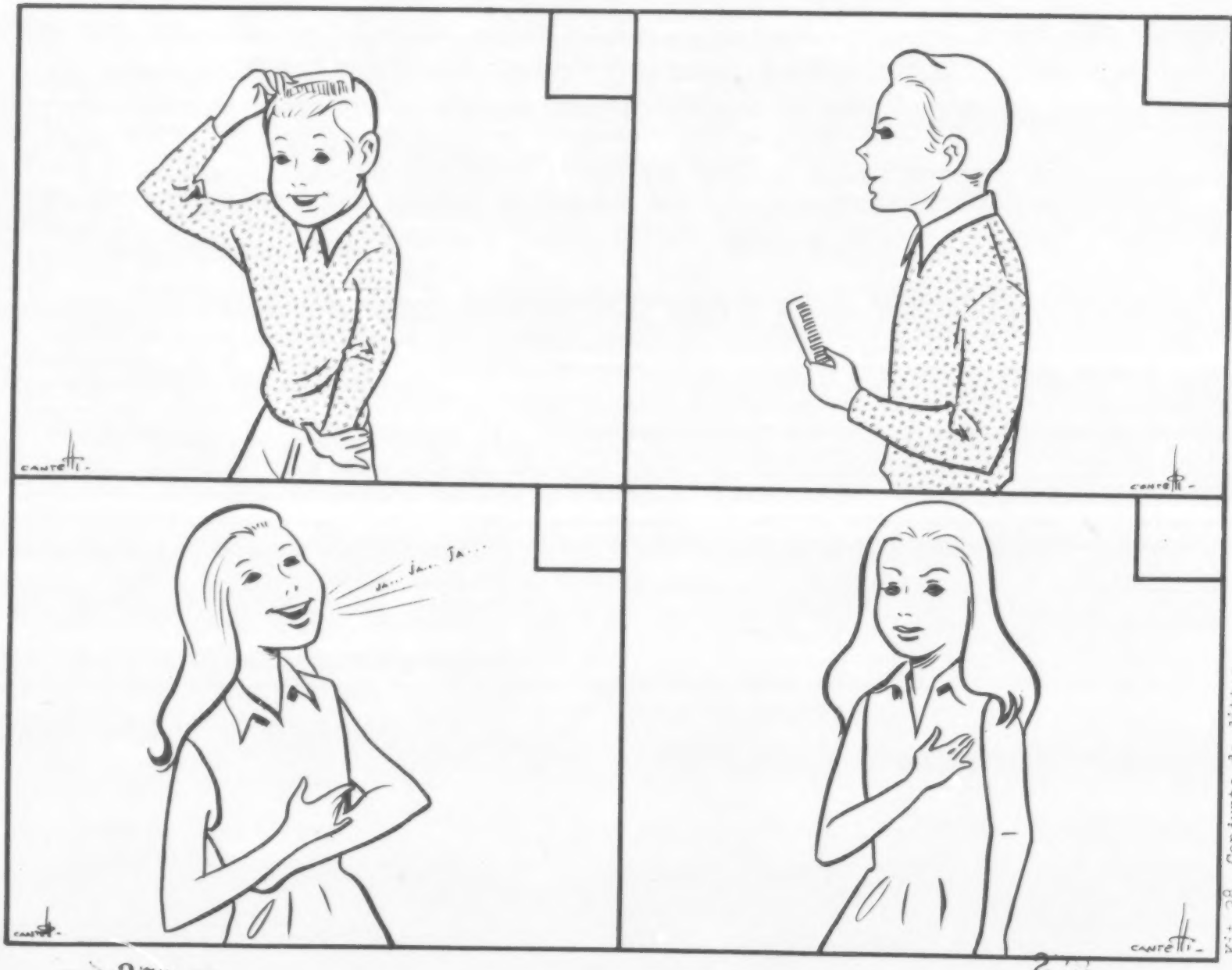
Para usar con Spanish SL Strand

Kit 28, Conjunto de dittos



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Kit 28, Conjunto de dittos

Nombre _____ Fecha _____

☐ TITO MIRA LA PELOTA.

☐ TITO MIRA POR LA PUERTA.

☐ TITO MIRA POR LA VENTANA.

☐ ÉL VA A LA ESCUELA.

☐ ÉL VA A LA VENTANA.

☐ ÉL VA A LOS CABALLITOS.

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Kit 28, Conjunto de dittos

Nombre _____ Fecha _____

☐ YA ES HORA DE DORMIR.

☐ YA ES HORA DE MONTAR.

☐ YA ES HORA DE JUGAR.

☐ TITO NO PUEDE MONTAR.

☐ TITO NO PUEDE DORMIR.

☐ TITO NO PUEDE JUGAR BIEN.

Para usar con Spanish SL Strand

Kit 28, Conjunto de dittos

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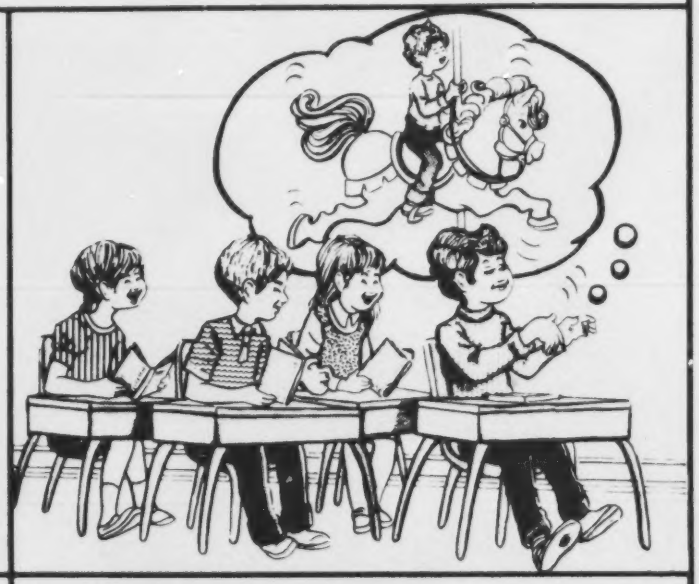
232

Nombre _____ Fecha _____

☐ SUEÑA CON UN BATE.

☐ SUEÑA CON UNA VENTANA.

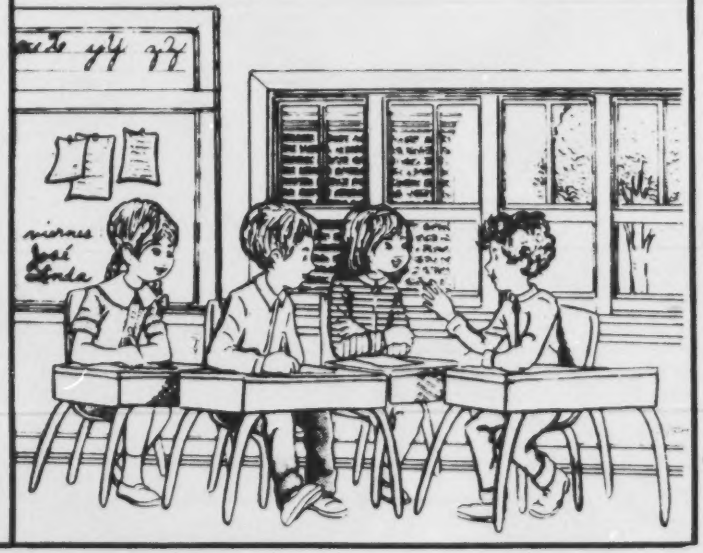
☐ SUEÑA CON UN CABALLITO.



☐ HABLA CON SU MAMÁ.

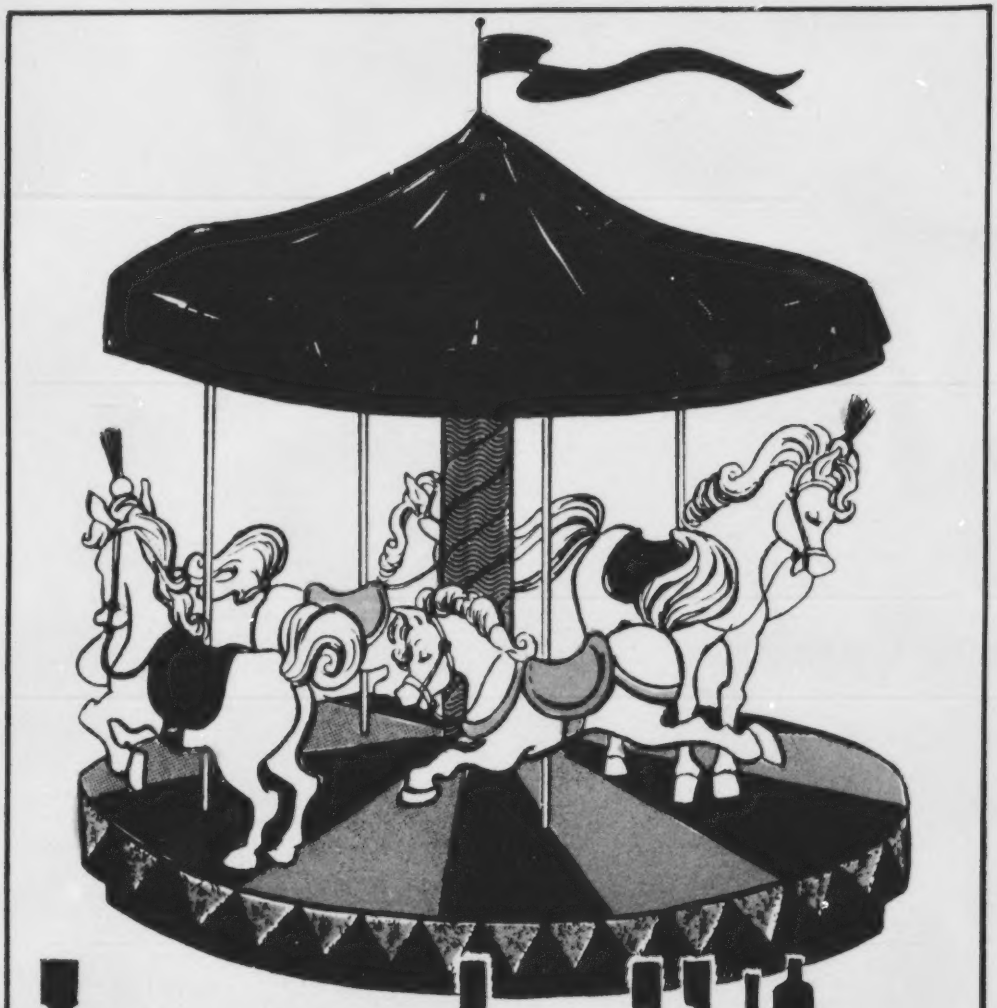
☐ HABLA CON UN CABALLITO.

☐ HABLA CON LOS NIÑOS.



Para usar con Spanish SL Strand

Kit 28, Conjunto de dittos



Los caballitos

RC 010940

SPANISH SL EDITION

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Spanish Curricula Development Center

PRIMARY THREE - REVISED

KIT 28

LANGUAGE ARTS TEAM

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Luisa V. Ramírez

Illustrator

Rose L. Nash

Adapted for Spanish SL by
Sylvia P. Cordero
Juana G. Díaz

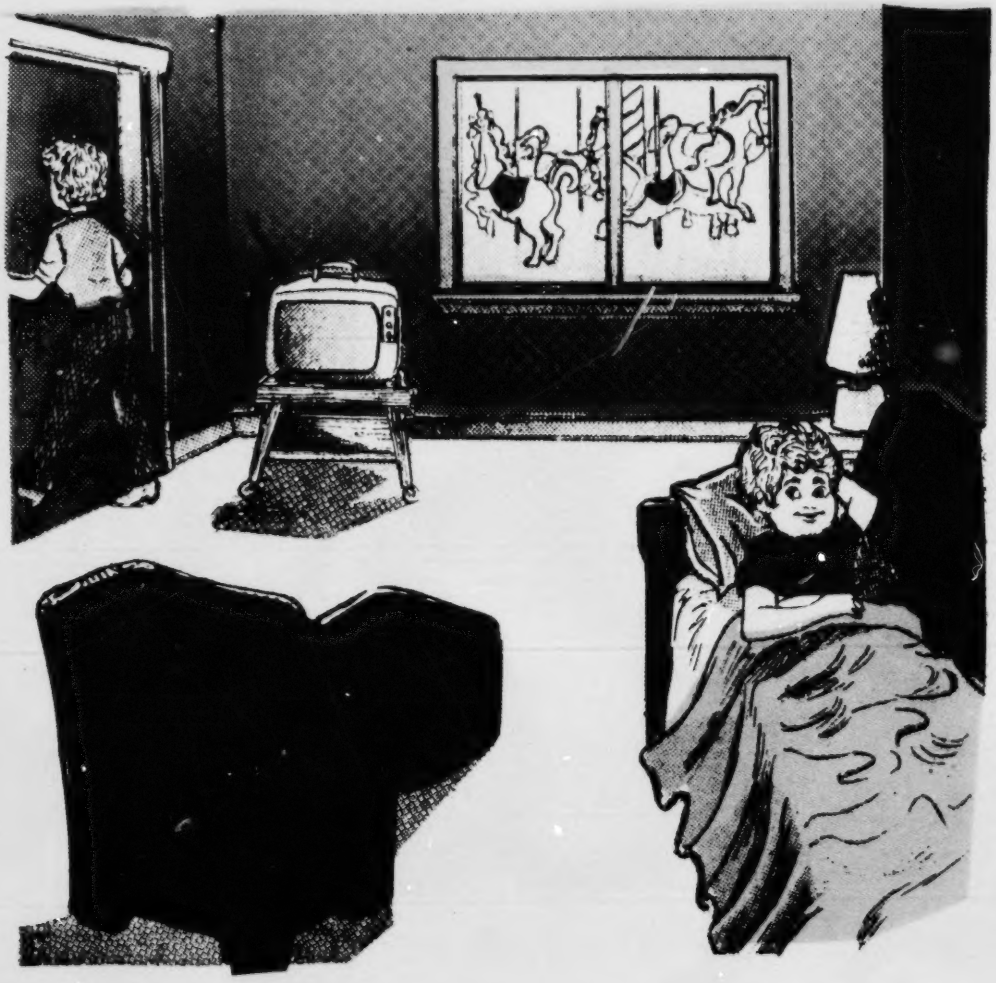
1977
DADE COUNTY BOARD OF PUBLIC INSTRUCTION
MIAMI, FLORIDA

Tito viene de la escuela.
Ve los caballitos.
Corre a la casa.

Cuenta lo de los caballitos.
Quiere montar.

¿Cuándo puedo montar?
Quizás el viernes.

Todos están en la sala.
Tito mira por la ventana.
Ve los caballitos.
Ya son las nueve.
Ya es hora de dormir.



La mamá se va.
Tito no tiene sueño.

Tito abre la puerta.
No ve a su mamá.
No ve a su papá.
Corre a la ventana.

292

Tito mira por la ventana.
Los caballitos suben y bajan.
Tito no puede dormir.

293

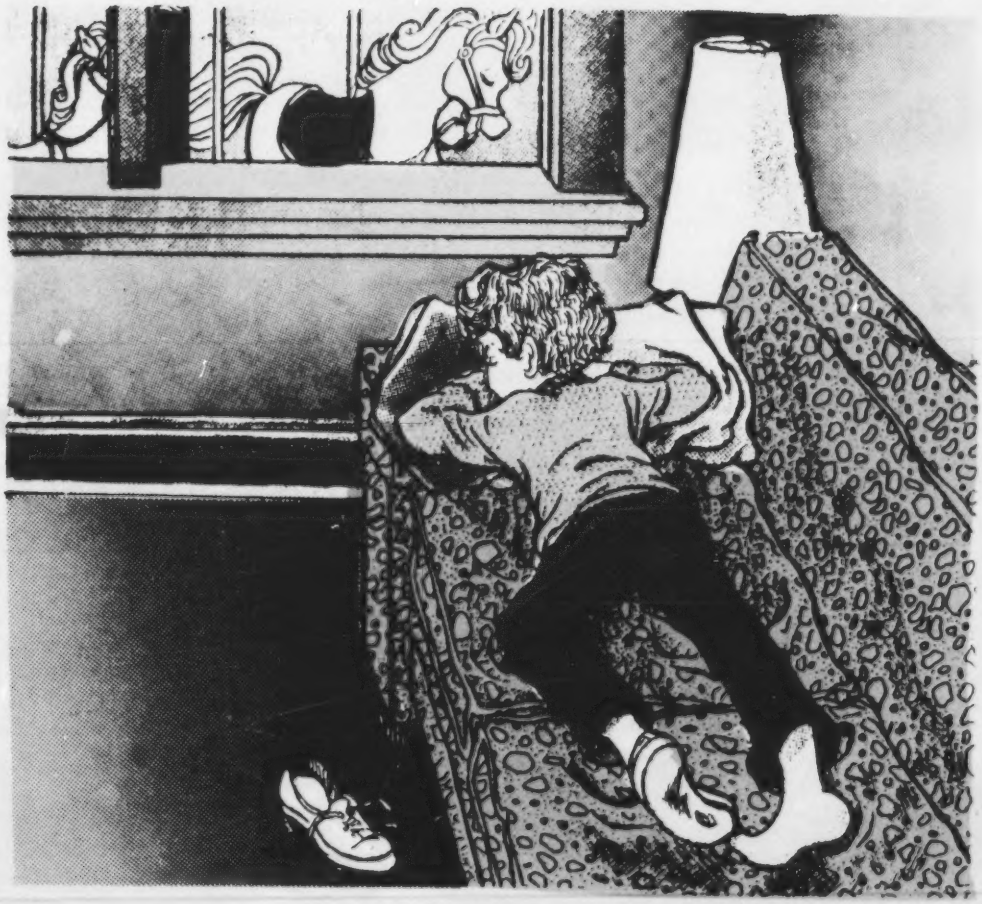
Tito está en la escuela.
Se duerme y sueña.
Sueña con un caballito.
Sueña que monta.

Es la hora de jugar.
Tito tiene sueño.

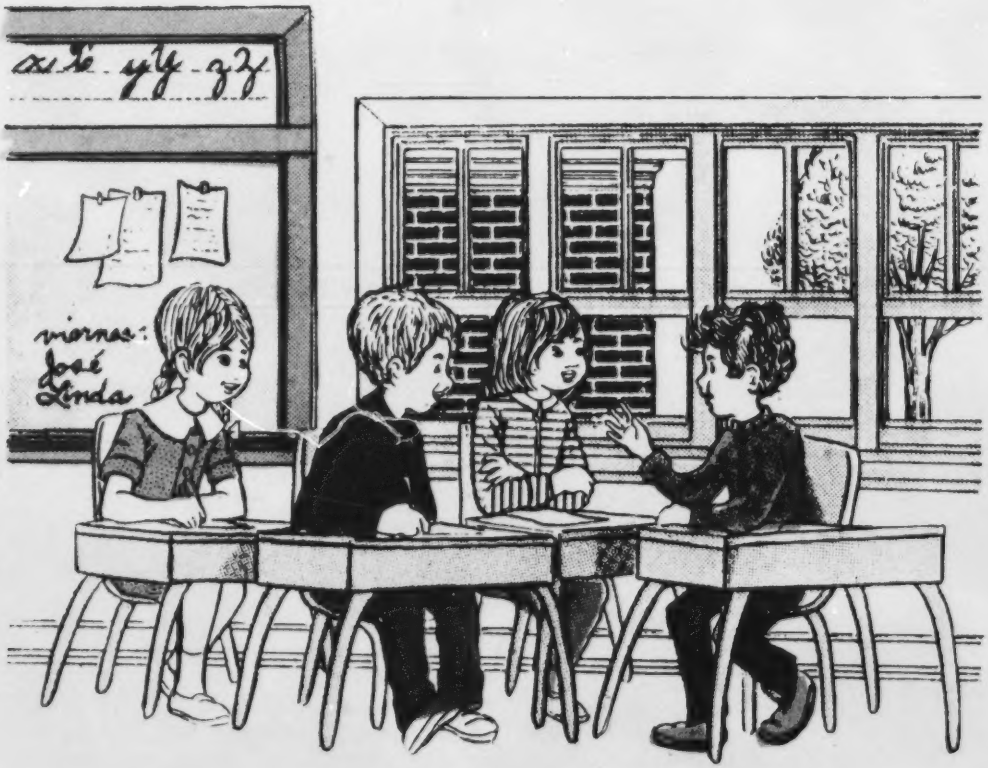
Tito no puede jugar bien.
Se le cae el bate.

Sacan a Tito.

Tito viene de la escuela.
No mira los caballitos.
No está contento.



Tito llega a la casa.
Tiene sueño.
Se va a dormir.



Tito llega a la escuela.
Habla con los niños.
No se duerme.

300

Tito hace un caballito.
A todos les gusta mucho.

Los niños salen a jugar.
No quieren jugar con Tito.
La maestra lo llama.

Tito le da a la pelota.
La pelota va lejos.
Él puede jugar bien.

Tito se ríe.
Todos se ríen.

304

Ya es viernes.
Tito va a los caballitos.

Tito monta en un caballito.
Los caballitos suben y bajan.
¡Qué contento está!

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páginas	palabras nuevas
1	viene los caballitos
2	----------
3	Cuándo puedo Quizás viernes
4	hora
5	----------
6	----------
7	suben bajan
8	duerme sueña caballito
9	Vamos
10	bate
11	Sacan
12	----------
13	----------
14	niños
15	hace
16	salen quieren maestra llama
17	lejos
18	ríen
19	----------
20	----------

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Por el mundo

Dissemination and Assessment
Center for Bilingual Education
7703 North Lamar Boulevard
Austin, Texas 78752

RC 010940

Spanish Curricula Development Center

PRIMARY THREE - REVISED

KIT 28

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1977
DADE COUNTY BOARD OF PUBLIC INSTRUCTION
MIAMI, FLORIDA

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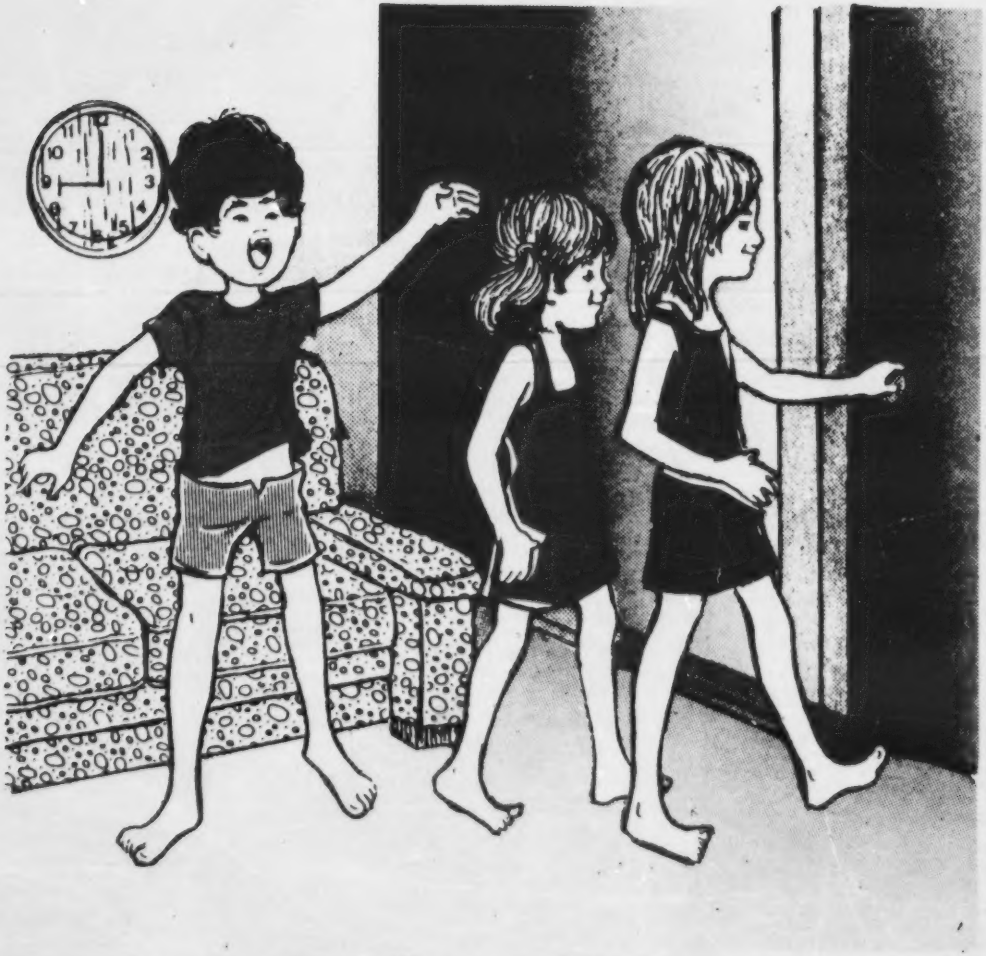
Silvia

Tito

Ana



Son las nueve.

Tienen sueño.

Van a dormir.

Todos están en la cama.

Silvia no puede dormir.

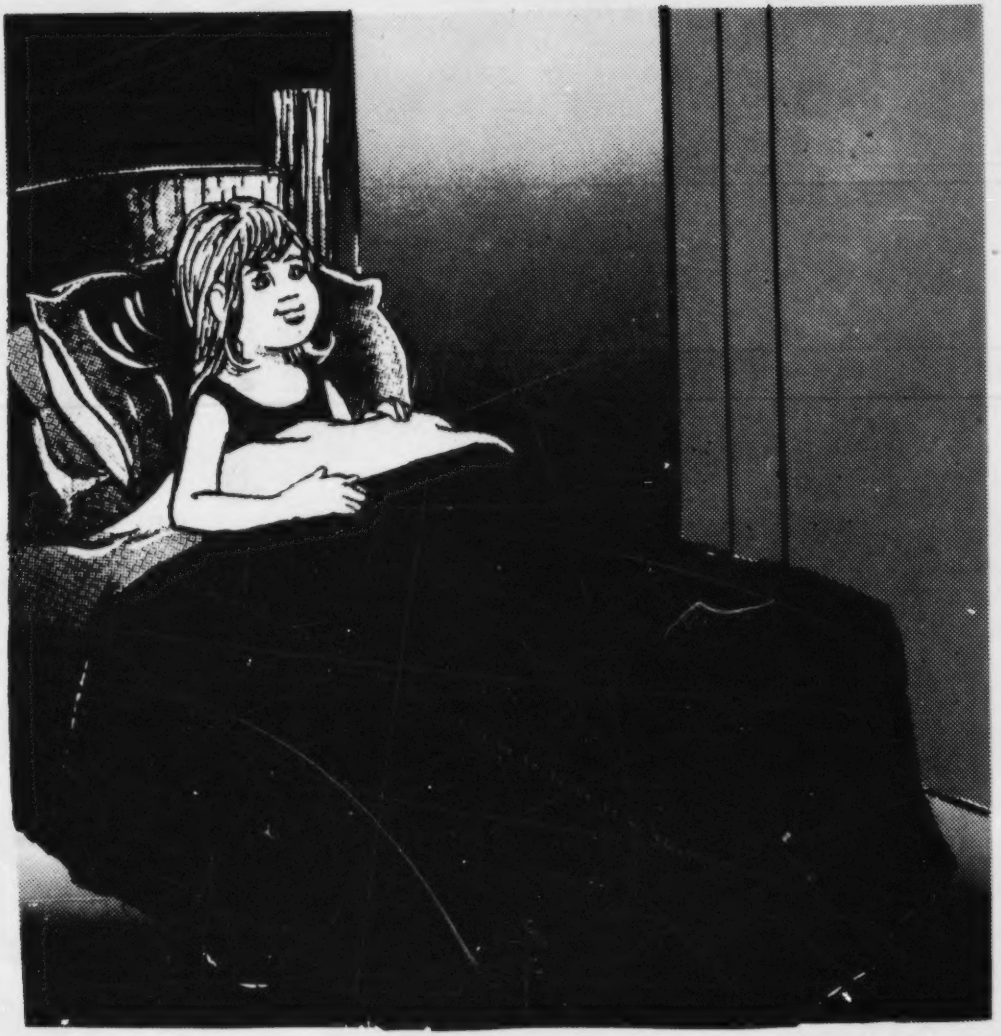
No está contenta.

¿Qué haces?
¡Vete! ¡Quiero dormir sola!
¿Qué pasa?

Silvia saca a Ana.

Silvia saca a Tito.

Ellos se van.



Silvia ya está contenta.

Está sola en la cama.

Ana y Tito están en la sala.

Ellos hablan.

Silvia siente pasos.

Tiene miedo.

La puerta se abre.

Silvia se esconde.

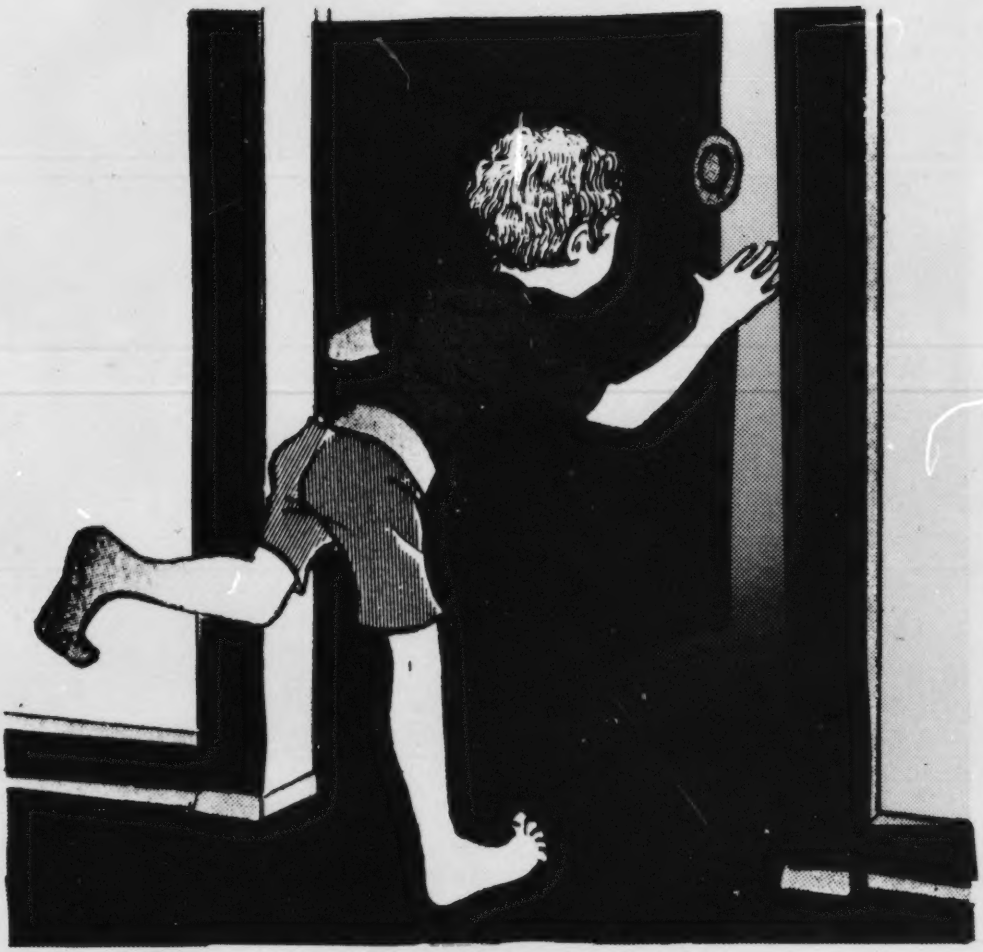
Tito entra.

Mira la cama.

Se ríe mucho.

Tito tira algo.

Cae en la cama.



Tito sale.

Él corre.

Se va a la sala.

Ana se ríe.

Tito también se ríe.

Ellos piensan en Silvia.

Algo salta en la cama.

Algo corre y salta.

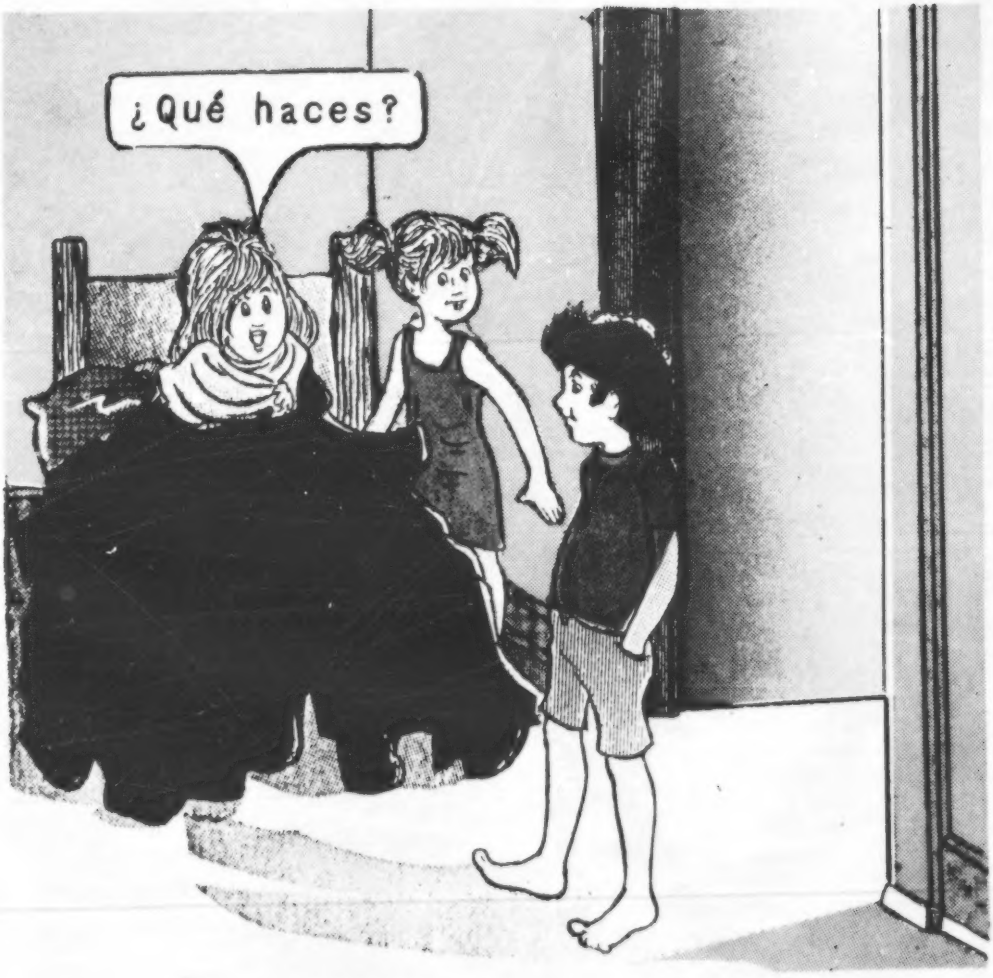
Tito abre la puerta.

Él entra.

Ana entra también.

Tito busca en la cama.

Algo salta mucho.



Tito lo saca.

Lo esconde.

¿Qué fue?
¡No sé!
¡No sé!

Ana no se va.

Ya son más de las nueve.

Silvia ya puede dormir.

Ana puede dormir.

Tito piensa en el sapo.

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